BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

ÁCH GIÁO VIÊN

TẬP HAI

11



PEARSON

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên) – PHAN HÀ (Chủ biên)
HOÀNG THỊ HỒNG HẢI – HOÀNG THỊ XUÂN HOA – KIỀU THỊ THU HƯƠNG
VŨ THỊ LAN – ĐÀO NGỌC LỘC – CHUNG THẾ QUANG
Với sự cộng tác của DAVID KAYE

Tiếng Anh 11

SÁCH GIÁO VIÊN

TẬP HAI

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

CONTENTS

INTRODUCTION

TIENG ANH 11 is the second of a three-level English language set of textbooks for the Vietnamese upper secondary school. It follows the systematic, cyclical and theme-based curriculum approved by the Ministry of Education and Training on 23rd November 2012. The aim of this set of textbooks is to develop students' listening, speaking, reading and writing skills with a focus on communicative competence so that when finishing upper secondary school, they will have achieved level three of the Foreign Language Proficiency Framework for Viet Nam (equivalent to B1 in the Common European Framework of Reference for Languages).

THE COMPONENTS OF TIENG ANH 11

Tieng Anh 11 is divided into two volumes: **Volume 1** and **Volume 2**.

Volume 2 of the **Student's Book** contains:

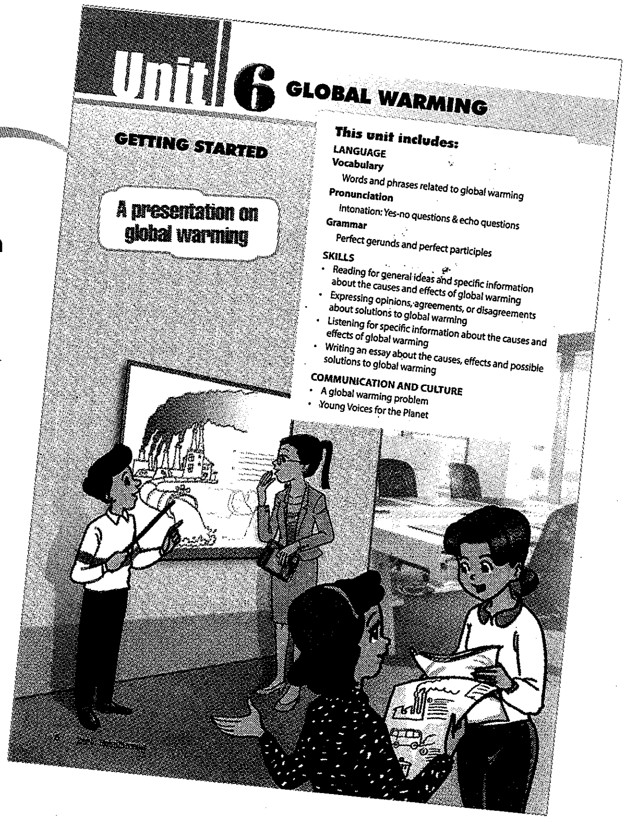
- a book map providing information about the structure of the book and the sections of each unit;
- five topic-based units, each covering five sections: *Getting Started, Language, Skills, Communication and Culture, Looking Back* and *Project* with meaningful and well-structured activities, taught in eight 45-minute lessons;
- two reviews, each offering revision and further practice of the preceding units, taught in four 45-minute lessons;
- a glossary giving phonetic transcription of the new words in the units and their Vietnamese equivalents.

The two audio **CDs** contain all the listening material from Volume 2 of the Student's Book.

Volume 2 of the **Teacher's Book** gives full procedural notes for teaching the different sections in each unit and suggestions for the techniques which could be used depending on the teaching contexts and situations. It also provides answer keys to all the activities in the Student's Book, the audio scripts and additional language and culture notes.

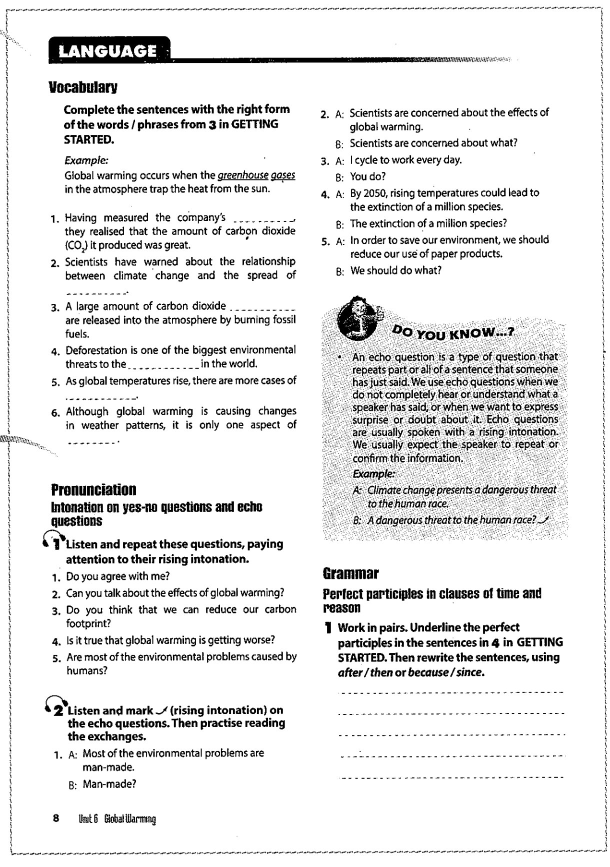
Volume 2 of the **Workbook** mirrors and reinforces the content of the corresponding Student's Book, and provides further practice and ideas for extension activities. Depending on the level of the students, the activities can be completed in class or assigned as homework.

AN OVERVIEW OF STUDENT'S BOOK Volume 2



GETTING STARTED contains:

- a menu listing the language and the skills taught in the unit;
- a conversation introducing the overall topic of the unit, some topic-related vocabulary and the main grammar points;
- a number of activities to check students' comprehension and provide practice of the teaching points in this section.



LANGUAGE

Vocabulary

Complete the sentences with the right form of the words / phrases from 3 in GETTING STARTED.

Example:
Global warming occurs when the greenhouse gases in the atmosphere trap the heat from the sun.

1. Having measured the company's ____________, they realised that the amount of carbon dioxide (CO_2) it produced was great.
2. Scientists have warned about the relationship between climate change and the spread of ____________.
3. A large amount of carbon dioxide ____________ are released into the atmosphere by burning fossil fuels.
4. Deforestation is one of the biggest environmental threats to the ____________ in the world.
5. As global temperatures rise, there are more cases of ____________.
6. Although global warming is causing changes in weather patterns, it is only one aspect of ________.

Pronunciation
Intonation on yes-no questions and echo questions

1 Listen and repeat these questions, paying attention to their rising intonation.

1. Do you agree with me?
2. Can you talk about the effects of global warming?
3. Do you think that we can reduce our carbon footprint?
4. Is it true that global warming is getting worse?
5. Are most of the environmental problems caused by humans?

2 Listen and mark ↗ (rising intonation) on the echo questions. Then practise reading the exchanges.

1. A: Most of the environmental problems are man-made.
   B: Man-made?
2. A: Scientists are concerned about the effects of global warming.
   B: Scientists are concerned about what?
3. A: I cycle to work every day.
   B: You do?
4. A: By 2050, rising temperatures could lead to the extinction of a million species.
   B: The extinction of a million species?
5. A: In order to save our environment, we should reduce our use of paper products.
   B: We should do what?

DO YOU KNOW...?

- An echo question is a type of question that repeats part or all of a sentence that someone has just said. We use echo questions when we do not completely hear or understand what a speaker has said, or when we want to express surprise or doubt about it. Echo questions are usually spoken with a rising intonation. We usually expect the speaker to repeat or confirm the information.

  Example:
  A: Climate change presents a dangerous threat to the human race.
  B: A dangerous threat to the human race? ↗

Grammar
Perfect participles in clauses of time and reason

1 Work in pairs. Underline the perfect participles in the sentences in 4 in GETTING STARTED. Then rewrite the sentences, using *after / then* or *because / since*.

8 Unit 6 Global Warming

LANGUAGE includes:

- **Vocabulary** giving in-depth practice of the words and phrases presented in Getting Started and additional vocabulary for use later in the unit. The activities are presented in the order of form, meaning and use. Word collocation is also a teaching point in this section.

- **Pronunciation** including aspects of pronunciation that can be problematic to Vietnamese students such as sound clusters, weak forms, stress patterns and intonation. The pronunciation points are presented in meaningful contexts, and activities are designed to teach these points through three stages: recognition, repetition and production. This helps students to become familiar with features of natural speech and focus on their own pronunciation.

LANGUAGE

Vocabulary

Complete the sentences with the right form of the words / phrases from 3 in GETTING STARTED.

Example:

Global warming occurs when the greenhouse gases in the atmosphere trap the heat from the sun.

1. Having measured the company's ...., they realised that the amount of carbon dioxide (CO_2) it produced was great.
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Example:

A: Climate change presents a dangerous threat to the human race.

B: A dangerous threat to the human race? ↗

Grammar

Perfect participles in clauses of time and reason

1 Work in pairs. Underline the perfect participles in the sentences in 4 in GETTING STARTED. Then rewrite the sentences, using *after / then* or *because / since*.

....

....

....

....

....

- **Grammar** introducing and practising the main grammar points in focus. They are presented in meaningful contexts and follow the three-stage approach to language teaching (presentation, practice and production). There are *Do you know ...?* boxes and clear tables wherever necessary to help students to understand the language features and the structures.

All the sub-sections in the LANGUAGE section are linked to the LOOKING BACK section at the end of the unit.

SKILLS includes:

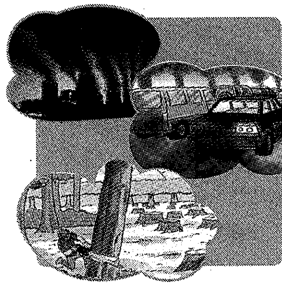
- **Reading** containing a topic-related reading text developed to suit students' interest and age. The vocabulary and grammar points learnt in the previous sections are recycled in the reading text. The texts also provide an input of language and ideas for students to use in the **Speaking**, **Listening** and **Writing** sub-sections that follow. The reading activities are designed in the following three stages: pre-reading, while-reading and post-reading. This section aims to develop reading skills such as skimming, scanning, understanding word meaning in contexts, etc. through various types of tasks including title / heading matching, true / false, multiple choice, comprehension questions and gap-filling. In the post-reading stage, there is often a personalised task in which students can share their own ideas or opinions with their partners about the issues related to the facts / problems in the reading text.

SKILLS

READING

Global warming is real

1 Work with a partner and guess what problems are described in the pictures. Then answer the question: What do you know about these problems?



2 Read the text and select the statement that expresses its main idea.

a. Global warming is the rise in the world's temperature.

b. Global warming leads to the extinction of millions of species in the world.

c. Global warming is mainly caused by humans and has negative impacts on people's lives.

d. People have to work together to reduce the risks of global warming.

Global warming, the rise in temperature around the earth's atmosphere, is one of the biggest issues facing humans nowadays. The results of numerous studies show that global warming is real. It is mainly man-made and its effects on people and nature are catastrophic.

The biggest cause of global warming is carbon dioxide (CO_2) emissions from coal burning power plants. When coal is burnt to make electricity, it releases a large amount of carbon dioxide into the atmosphere. In the USA, about 40% of CO_2 emissions come from electricity production. The second greatest source of CO_2 emissions is the burning of petrol for transport. In the USA, motor vehicles running on petrol are responsible for about 33% of CO_2 emissions. The situation is getting worse as the demand for cars is increasing rapidly in the modern world. Another reason for the temperature rise is the cutting down of forests for wood, paper or farming. Forests absorb and capture CO_2 from the atmosphere. This process has been disrupted by the current alarming rate of deforestation.

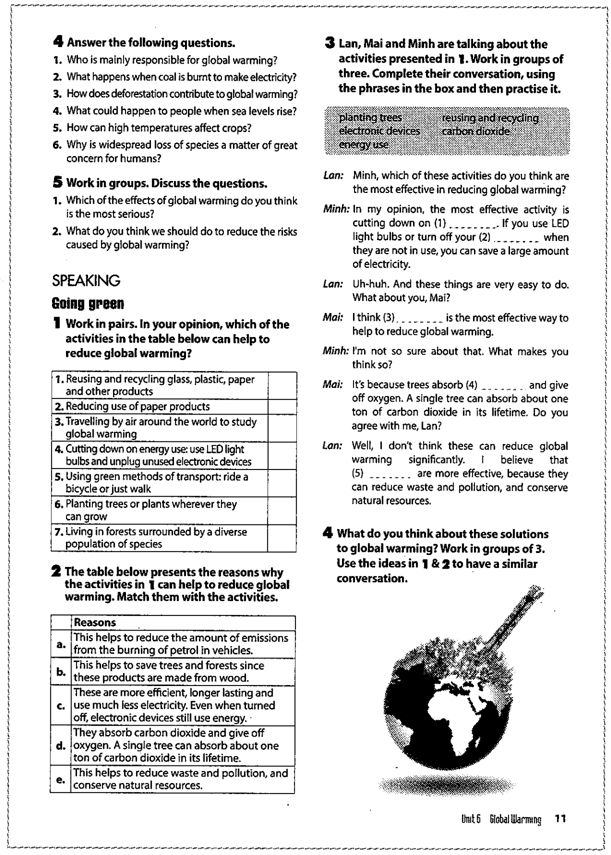
The worst effect of global warming is the rise in sea levels worldwide, which could make millions of people lose their homes. Global warming also results in severe weather-related natural disasters such as droughts and floods that can kill or injure large numbers of people. Global warming with increasingly high temperatures can reduce crop harvests globally, which may lead to famine. It is also predicted to have the worst impact on water supplies. Water shortages are likely to delay economic growth and damage ecosystems. Another scary effect of global warming is the disappearance of millions of species in the world. Widespread loss of species is a matter of great concern for humans since we cannot exist without species diversity on Earth.

It is important that people understand that human-caused global warming is happening and its effects on us are serious. Everybody has to take some action now to reduce the risks.

3 Match the words with their meanings.

1. catastrophic (adj)		a	all living creatures and plants in a certain area and the relationships between them
2. famine (n)		b	the mixture of gases surrounding the earth
3. absorb (v)		c	the fact of having many different types of people, animals, plants or things
4. capture (v)		d	take in (gas, liquid, heat) from the space or surface around
5. atmosphere (n)		e	catch and keep somebody / something in a place
6. ecosystem (n)		f	when a lot of people do not have enough food and many die
7. diversity (n)		g	disastrous

- **Speaking** including three or four activities which are designed and sequenced in a way that ensures an uninterrupted link between them. Useful language and ideas are built up through the activities, and examples are given when necessary. This prepares students for the free production stage. In all the speaking activities, students are encouraged to activate and share their background knowledge and experience with their partners.



4 **Answer the following questions.**
1. Who is mainly responsible for global warming?
2. What happens when coal is burnt to make electricity?
3. How does deforestation contribute to global warming?
4. What could happen to people when sea levels rise?
5. How can high temperatures affect crops?
6. Why is widespread loss of species a matter of great concern for humans?

5 **Work in groups. Discuss the questions.**
1. Which of the effects of global warming do you think is the most serious?
2. What do you think we should do to reduce the risks caused by global warming?

SPEAKING

Going green

1 **Work in pairs. In your opinion, which of the activities in the table below can help to reduce global warming?**

1. Reusing and recycling glass, plastic, paper and other products	
2. Reducing use of paper products	
3. Travelling by air around the world to study global warming	
4. Cutting down on energy use: use LED light bulbs and unplug unused electronic devices	
5. Using green methods of transport: ride a bicycle or just walk	
6. Planting trees or plants wherever they can grow	
7. Living in forests surrounded by a diverse population of species	

2 **The table below presents the reasons why the activities in 1 can help to reduce global warming. Match them with the activities.**

	Reasons
a.	This helps to reduce the amount of emissions from the burning of petrol in vehicles.
b.	This helps to save trees and forests since these products are made from wood.
c.	These are more efficient, longer lasting and use much less electricity. Even when turned off, electronic devices still use energy.
d.	They absorb carbon dioxide and give off oxygen. A single tree can absorb about one ton of carbon dioxide in its lifetime.
e.	This helps to reduce waste and pollution, and conserve natural resources.

3 **Lan, Mai and Minh are talking about the activities presented in 1. Work in groups of three. Complete their conversation, using the phrases in the box and then practise it.**

planting trees | reusing and recycling | electronic devices | carbon dioxide | energy use

Lan: Minh, which of these activities do you think are the most effective in reducing global warming?

Minh: In my opinion, the most effective activity is cutting down on (1) ________. If you use LED light bulbs or turn off your (2) ________ when they are not in use, you can save a large amount of electricity.

Lan: Uh-huh. And these things are very easy to do. What about you, Mai?

Mai: I think (3) ________ is the most effective way to help to reduce global warming.

Minh: I'm not so sure about that. What makes you think so?

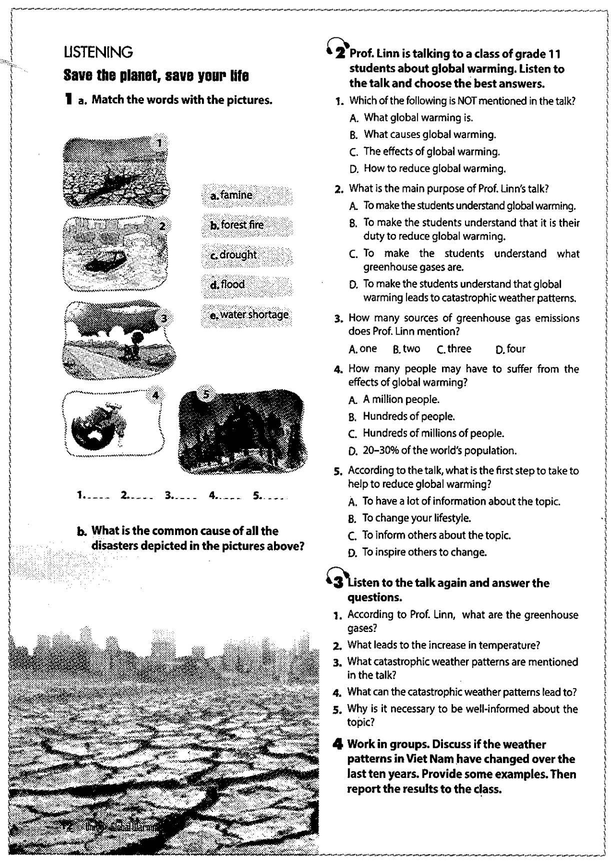
Mai: It's because trees absorb (4) ________ and give off oxygen. A single tree can absorb about one ton of carbon dioxide in its lifetime. Do you agree with me, Lan?

Lan: Well, I don't think these can reduce global warming significantly. I believe that (5) ________ are more effective, because they can reduce waste and pollution, and conserve natural resources.

4 **What do you think about these solutions to global warming? Work in groups of 3. Use the ideas in 1 & 2 to have a similar conversation.**

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- **Listening** including four or five activities which are organised in the following three-stage teaching procedure: pre-listening, while-listening, and post-listening. The activities aim to develop listening skills such as listening for general ideas and / or listening for specific information. The most common task types are true / false, multiple choice, and comprehension questions. In the post-listening stage, like in the other skills, there is often a personalised task in which students can share their ideas or opinions related to the topic of the listening.



LISTENING

Save the planet, save your life

1 **a. Match the words with the pictures.**

a. famine
b. forest fire
c. drought
d. flood
e. water shortage

1.____ 2.____ 3.____ 4.____ 5.____

b. What is the common cause of all the disasters depicted in the pictures above?

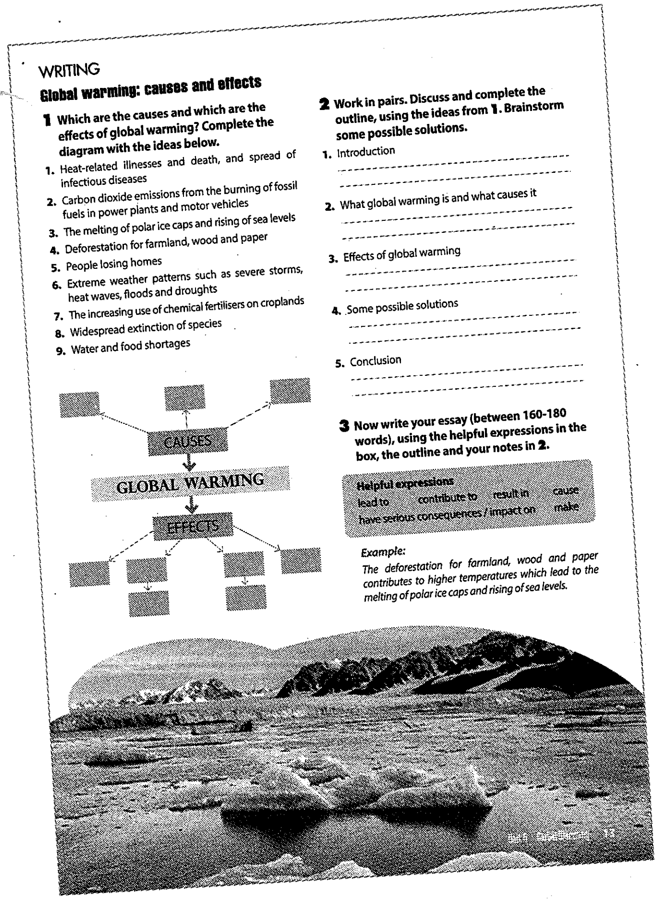
2 **Prof. Linn is talking to a class of grade 11 students about global warming. Listen to the talk and choose the best answers.**

1. Which of the following is NOT mentioned in the talk?
   A. What global warming is.
   B. What causes global warming.
   C. The effects of global warming.
   D. How to reduce global warming.
2. What is the main purpose of Prof. Linn's talk?
   A. To make the students understand global warming.
   B. To make the students understand that it is their duty to reduce global warming.
   C. To make the students understand what greenhouse gases are.
   D. To make the students understand that global warming leads to catastrophic weather patterns.
3. How many sources of greenhouse gas emissions does Prof. Linn mention?
   A. one B. two C. three D. four
4. How many people may have to suffer from the effects of global warming?
   A. A million people.
   B. Hundreds of people.
   C. Hundreds of millions of people.
   D. 20–30% of the world's population.
5. According to the talk, what is the first step to take to help to reduce global warming?
   A. To have a lot of information about the topic.
   B. To change your lifestyle.
   C. To inform others about the topic.
   D. To inspire others to change.

3 **Listen to the talk again and answer the questions.**
1. According to Prof. Linn, what are the greenhouse gases?
2. What leads to the increase in temperature?
3. What catastrophic weather patterns are mentioned in the talk?
4. What can the catastrophic weather patterns lead to?
5. Why is it necessary to be well-informed about the topic?

4 **Work in groups. Discuss if the weather patterns in Viet Nam have changed over the last ten years. Provide some examples. Then report the results to the class.**

- **Writing** guiding students through the writing process and focusing on the specific text types required by the syllabus. In the pre-writing stage, a sample writing is provided for students to read and study the format. In addition, helpful guidelines, a template and useful language are provided to build students' confidence before producing their own writing.



WRITING

Global warming: causes and effects

1 Which are the causes and which are the effects of global warming? Complete the diagram with the ideas below.

1. Heat-related illnesses and death, and spread of infectious diseases
2. Carbon dioxide emissions from the burning of fossil fuels in power plants and motor vehicles
3. The melting of polar ice caps and rising of sea levels
4. Deforestation for farmland, wood and paper
5. People losing homes
6. Extreme weather patterns such as severe storms, heat waves, floods and droughts
7. The increasing use of chemical fertilisers on croplands
8. Widespread extinction of species
9. Water and food shortages

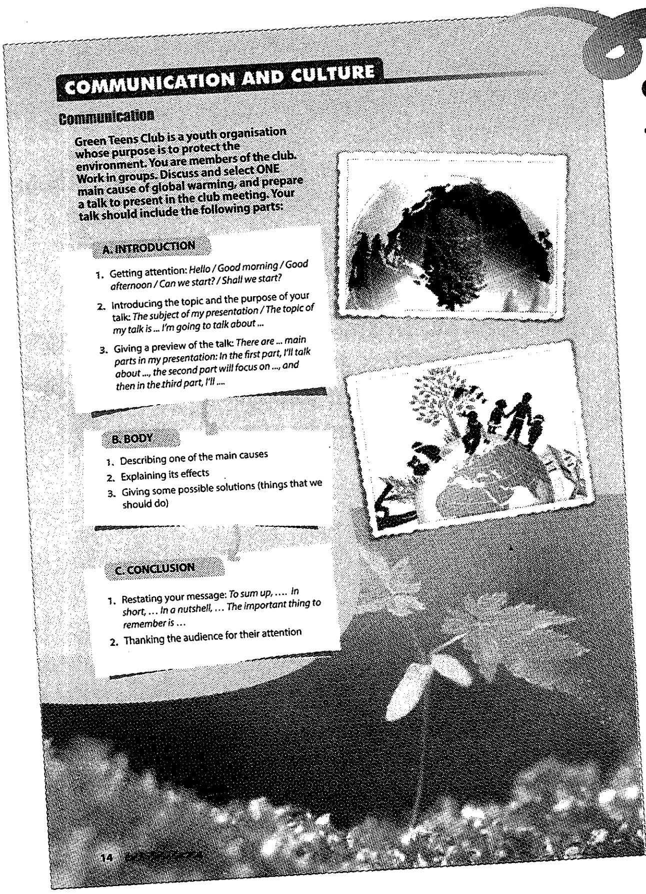
2 Work in pairs. Discuss and complete the outline, using the ideas from 1. Brainstorm some possible solutions.

1. Introduction
2. What global warming is and what causes it
3. Effects of global warming
4. Some possible solutions
5. Conclusion

3 Now write your essay (between 160-180 words), using the helpful expressions in the box, the outline and your notes in 2.

Helpful expressions
lead to contribute to result in cause
have serious consequences / impact on make

Example:
The deforestation for farmland, wood and paper contributes to higher temperatures which lead to the melting of polar ice caps and rising of sea levels.



COMMUNICATION AND CULTURE

Communication

Green Teens Club is a youth organisation whose purpose is to protect the environment. You are members of the club. Work in groups. Discuss and select ONE main cause of global warming, and prepare a talk to present in the club meeting. Your talk should include the following parts:

A. INTRODUCTION

1. Getting attention: *Hello / Good morning / Good afternoon / Can we start? / Shall we start?*
2. Introducing the topic and the purpose of your talk: *The subject of my presentation / The topic of my talk is ... I'm going to talk about ...*
3. Giving a preview of the talk: *There are ... main parts in my presentation: In the first part, I'll talk about ..., the second part will focus on ..., and then in the third part, I'll ...*

B. BODY

1. Describing one of the main causes
2. Explaining its effects
3. Giving some possible solutions (things that we should do)

C. CONCLUSION

1. Restating your message: *To sum up, ... In short, ... In a nutshell, ... The important thing to remember is ...*
2. Thanking the audience for their attention

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COMMUNICATION AND CULTURE includes:

- **Communication** providing language consolidation and free practice of integrated skills. This section recycles what students have learnt in the previous sections, and introduces extra vocabulary for extension. The activities are less controlled. Students are encouraged to express their ideas and opinions freely.
- **Culture** providing cultural information about the ASEAN countries and English speaking countries around the world connected to the cultural aspects of the unit topic. It helps students to broaden their knowledge of the world cultures as well as deepen that of their own Vietnamese culture.

LOOKING BACK offers revision and consolidation of the language learnt in the unit. It begins with a **pronunciation** activity which is aimed at checking students' ability to recognise and use the pronunciation points they have learnt. The words or phrases practising the pronunciation points are often those that students have encountered in other parts of the unit or taken from the reading or listening texts.

The **vocabulary** and **grammar** activities focus on the main vocabulary and grammar points learnt in the unit and are aimed at checking students' understanding of the meaning and use of the words or structures.

LOOKING BACK

Pronunciation

1 Listen and repeat the questions paying attention to the rising intonation.

1. Do you know that global warming is increasing?
2. Did you turn off the light before you left home?
3. Can we really reduce the carbon footprint of our homes?
4. Are you aware of the dangers of plastic bags on the environment?
5. Have you seen the 'Young Voices for the Planet' films?

2 Listen and mark the rising intonation on the echo questions (↗). Then practise reading the exchanges.

1. A: 'Plant for the Planet' helped to plant 12 billion trees worldwide.
   B: Twelve billion trees worldwide?
2. A: Even when turned off, electronic devices use energy.
   B: Yes, they can still use energy.
3. A: Cutting down on energy use is the best way to help to reduce global warming.
   B: The best way to do what?
4. A: Global warming has catastrophic effects on humans.
   B: Global warming has what on humans?
5. A: A single tree can absorb about one ton of carbon dioxide during its lifetime.
   B: How long can a tree live?

Vocabulary

Complete the sentences with the words in the box.

carbon footprint	emissions
deforestation	absorb
energy use	catastrophic
extinction	diversity

1. I believe that the only way for us to reduce global warming is to cut down on ________.
2. Many species are threatened with ________ due to deforestation and loss of habitat.
3. Motor vehicles running on petrol are responsible for a large amount of carbon dioxide ________.
4. There are many ways for us to reduce our ________ in order to save our environment.
5. More trees should be planted as they ________ carbon dioxide and give off oxygen.
6. The alarming rate of ________ results in damage to the quality of the land.
7. Rainforests have the highest species ________ on the earth.
8. Global warming has proved truly ________ for the environment.

Grammar

1 Rewrite the sentences, using perfect participles.

1. After the students had learnt about the benefits of recycling and reusing, they started collecting waste paper, bottles, and cans to recycle and reuse.
2. Since Mai had refused Nam's offer of a lift in his car, she had to walk home.
3. After Ha had read some documents about Green Earth, she decided to join the organisation.
4. Since the farmers used too much chemical fertiliser on their farm, they now have to drink polluted water.
5. After she replaced all the light bulbs in her house with LED lights, she saved a lot of money on her electricity bills.
6. Since we have become too dependent on the use of electricity, we have to find alternative sources of energy before fossil fuels run out.

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2 Combine the sentences, using perfect gerunds.

1. Tonya had dumped a lot of rubbish on the beach. She was strongly criticised for that.
2. Sam had not worked hard enough in his previous job. He regretted it.
3. Tony had rescued the kids from the fire. People admired him for that.
4. I have seen him before. I remember that.
5. 'You' ve lied to us,' the villagers said. The politician denied it.
6. Thanh had forgotten to turn off the gas cooker before he left his house. He admitted that.



PROJECT

1 Work in groups. Discuss which of the following activities your group can do to help to reduce the carbon footprint of your school and community.

- Planting trees
- Starting a 3R campaign (3R = Reduce, Reuse, Recycle)
- Organising a community clean-up
- Raising money to protect wildlife
- Raising people's awareness about the dangers of global warming and how to reduce its effects
- Other activities

2 Give your group's activity a campaign name and think about its purpose. Then make a detailed plan, using the table below.

Tasks	Person in charge	Time/ place	Possible difficulties	Effects on your school/ community

3 Present your group's detailed plan to the class.

NOW YOU CAN

- Talk about solutions to global warming
- Identify and use rising intonation on yes-no questions and echo questions
- Use the perfect participle in sentences to talk about time and reasons, and the perfect gerund to refer to a past action
- Write about the causes and effects of global warming, and some possible solutions

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PROJECT is aimed at providing students with an opportunity to apply the language and skills they have learnt throughout the unit to perform a task in a real-life situation. Students are asked to do a survey or carry out research to get information about their friends, their neighbourhood or to broaden their knowledge about the real world. The project activities often involve teamwork which develops students' collaborative skills and promotes their team spirit. Much of the work for the **Project** can be done outside of class, at home or during break time. The teacher can also put aside some class time for students to share the results of their project work.

- **Now you can** gives a summary of the language and skills learnt in the unit and helps students to assess their own progress and achievement after learning the unit.

GENERAL TEACHING SUGGESTIONS

- The following teaching guidelines are for your reference. Feel free to make any adjustments (extending or shortening the material) because you know your teaching situation best and what your students need to learn.
- It is advisable to go through the *Book Map* of the Student's Book and the *General Teaching Suggestions* before you start teaching with the book. This will help you to become familiar with the content and methodology of the textbook, and know what materials to prepare for the lesson as well as what activities to conduct as part of your teaching procedure.
- In general, the teaching of both the language skills and language elements follows a three-stage approach. The *pre-*, *while-* and *post*-stage procedure is recommended for the skills lessons and the *presentation, practice, production* (PPP) procedure for the language lessons. Both procedures should be handled appropriately with respect to the prior knowledge, beliefs and expectations that your students bring to class so that they can develop language awareness, self-reflection, critical thinking and learning strategies.
- It is important to maximise and facilitate students' talking time and interactions. You can use different question types to elicit their ideas and guide them in the process of practising the language.
- Vocabulary and grammatical items need to be presented in both form and meaning, and practised in meaningful contexts, and usage needs to be focused.
- Pairwork and groupwork should be used appropriately so that students have more opportunities to practise the language in class. This also promotes the spirit of collaboration and competition. However, it is necessary to provide clear instructions or explanations and / or demonstrations before students are asked to work in pairs or groups.
- Problems of mixed-ability classes can be dealt with by multi-tiered tasks suitable for students' levels. This can encourage both less able and more competent students to contribute to the lesson.

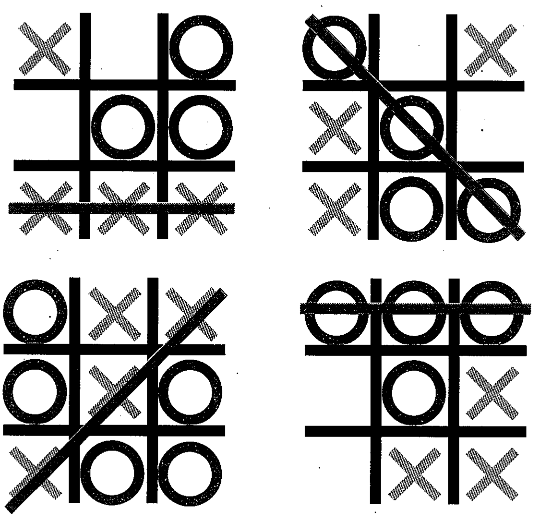
TEACHING GETTING STARTED

- **Getting Started** introduces the unit in general, including a conversational text followed by four or five activities. Start your teaching with a lead-in, which is a short activity (normally up to five minutes) to draw students' attention to the topic of the unit and the objectives of the lesson. This is a good way to activate students' background knowledge of the topic as well as to check their comprehension of the language. You can vary the activity to suit the teaching purpose; for example, the teacher can get the students to brainstorm on the topic through a set of pictures or photos, listen to a piece of music extract or a song, view a video clip, do a dictation or play a game such as *Charades, Bingo, Tic-tac-toe* and *Odd-one-out to* revise previously learnt vocabulary. (See details of the games in the **Teaching Vocabulary** sub-section.)
- Get students to read the text silently as they listen to the recording. Then have them call out the words they do not know and write them on the board. Follow the teaching procedure in the **Teaching Vocabulary** sub-section before giving the meaning and have students repeat the words or copy them down into their notebooks for later review.
- Allow time for students to do the activities in pairs or individually before checking answers as a class. Give feedback and ask students to explain their answers if necessary. Each task following the conversational text has its own purpose, for example, a comprehension task with questions for personalisation, vocabulary task(s) and grammar task(s).

TEACHING LANGUAGE

- **Vocabulary** includes new words that appear not only in the **GETTING STARTED** and **LANGUAGE** sections, but also in other sections of the unit. Encourage students to guess their meaning from the context. For challenging words, provide Vietnamese equivalents to save time. Students should be given opportunities to revise previously learnt vocabulary such as individual words, phrases and collocations (words that go together) through a variety of interesting activities and games such as *Dictation, Charades, Bingo, Tic-Tac-Toe*, and *Odd-One-Out*.
- *Dictation*: Students work in pairs or in groups, taking turns to dictate the target words to each other and check their spelling.
  The teacher can also give the dictation while all students listen and write it down. Then students work in pairs to correct mistakes if there are any.

- *Charades:* This is a great game to review vocabulary. If students feel shy or awkward in the beginning, you may need to let them play the game. This will help them to feel more comfortable and secure. Divide the students into two teams. Show the first team a vocabulary item. They must act it out. If the second team can guess the correct word, they will get a point. Switch the teams and let the second team act out a word while the first team guesses.
- *Bingo:* Draw a word grid on the board and ask students to copy it. Students tell you the words they have studied in their lessons. List them on the board. Students choose the words from the list and copy them into their grid. While they are doing this, copy each word onto a strip of paper, put the strips of paper into a bag and mix them up. Select students to pick out a strip of paper and call out the word. Students with that word in their grid put a cross on it. Continue the game until there is a student who has all the words on a straight line crossed out. He / She will call out 'Bingo'. As a follow-up activity, have students make sentences with the words in their grids.
- *Tic-Tac-Toe:* This is a fun way for students to practise their English while enjoying some competition. The game is very intuitive. Distribute the tic-tac-toe sheet, e.g., *Do you like ...? What is the meaning of ...? Why do you ...? What do you ...? Who likes ...? What is ... for? What does ... mean? Have you got ...? How many ...?* Students complete the questions. Each question that is grammatically correct and makes sense is scored an X or O. With larger classes, the game can be played in pairs while the teacher walks around the class checking answers.



- *Odd-one-out:* This is the fastest way to revise sets of vocabulary. Choose several (4-5) words from a vocabulary set and one that does not belong to it and have students find the odd one out (the one that is not part of the set). You can also choose the four words from the same vocabulary set, but three have positive meaning and one has negative or vice versa.
- **Pronunciation** activities often ask students to listen and repeat exactly what they have heard. This helps them to identify and practise the pronunciation points in focus such as sound clusters, stress patterns, weak forms and intonation. Tell students that they cannot develop good English pronunciation skills by just repeating once and that *practice makes perfect*. They must make more attempts at recognising and imitating the model as naturally as they can.

Grammar

- English word order, tenses and structures are quite different from those in Vietnamese. It is advisable to explain grammar concepts and points very clearly as you present these and check comprehension by asking students to translate into Vietnamese, if necessary. Give clear instructions before having students carry out the tasks. You can also ask students to explain their answers. Drilling, a kind of mechanical practice, is the easiest way to help students to learn the target forms and structures. Then they should focus on the meaning, usage and the content to express in more personalised practice.
- The language boxes are designed to help students to work out any grammar rules or generalisations. Students can read them before they do the activities to become familiar with the grammar concepts. They can also refer back to them later as revision prompts. Ask students to read them individually and check comprehension as a class.

TEACHING SKILLS

- **Reading** is mainly a receptive skill. In general, the most common reading sub-skills in **Tieng Anh 11** include identifying the topic of the text, understanding general ideas and finding specific information.
- It is important to teach students *reading strategies* so that they can get the most from the text. Start by arousing their interest in the topic and asking them to predict the reading content. Be sure that

your students understand both the task and the key vocabulary. Set a time limit to prevent them from reading for details while the activity is for gist, and be flexible if necessary. Ask students to look at the pictures and tell you what they can see or what is happening. You can also ask them to predict what they are going to read by eliciting their background knowledge connected to the title and topic, and having a brief discussion about them.

- Pre-teach the key words before the first reading. (See the **Teaching Vocabulary** sub-section.) When students finish their first reading, ask them to discuss their answers in pairs or groups before you check their answers as a class.
- The second reading usually requires students to focus more on the task fulfillment. Tell them what techniques and strategies to use and set a time limit for the activity. Students are encouraged to work together to discuss their answers before you check as a class.
- When students finish their second reading, encourage them to respond to the text. This will help students to integrate reading and speaking skills, or focus on language features that are necessary for their language proficiency development such as producing an oral summary of the whole text or part of the text.

Speaking is an oral productive skill, which is important, but difficult to teach in secondary school, where English is learnt just as a foreign language in the Vietnamese language environment. It has been confirmed that one of the major problems that students often face when learning to speak English is the lack of ideas or / and the language to express their ideas. That is why the speaking lesson in **Tieng Anh 11** usually begins with one or two activities to prepare students for the actual speaking task. In these activities, students are provided with useful vocabulary and expressions to talk about the topic of the lesson. Some background knowledge or ideas are also presented in the first stage of the lesson through a quiz or a matching exercise. A sample dialogue is sometimes given before students are asked to make their own conversations. Another problem that inhibits students from taking part in speaking activities is their shyness and fear of making mistakes. In order to overcome this problem, encouragement and support from the teacher are needed. It is suggested that when teaching speaking, the teacher should stick to the following principles:

- Keep a balance between accuracy and fluency in the speaking lesson and always provide input such as vocabulary, expressions and ideas for students before asking them to perform the actual speaking task(s);
- Encourage students to speak English by providing a rich environment that contains collaborative work and shared knowledge, and giving them encouraging feedback.
- Try to get all the students in the class involved in every speaking activity by applying different ways of student participation. Use multi-tiered tasks that have something for both strong and weak students to do.
- Reduce teacher talking time in class while increasing student talking time. Never provide students with answers or solutions, but elicit those from them instead.
- Use different types of questions for different purposes: *yes / no* questions to provide students with ideas or language, *wh*-questions to invite them to produce longer stretches of speech, and eliciting questions such as *What do you mean?* and *How did you reach that conclusion?* to prompt students to speak more.
- Do not correct students' mistakes very often while they are speaking, especially in the production stage (usually in activities 3 or 4 in the **Speaking** lesson), because this may distract students from trying to speak and expressing ideas.
- While students are working in pairs or groups, walk around the classroom to ensure that students are on the right track, and see whether they need your help.

Listening is mainly a receptive skill. Listening in English is not easy for Vietnamese students, so you should prepare them well. The common types of listening tasks in **Tieng Anh 11** include listening for general ideas and listening for specific information in a variety of formats such as true / false, multiple choice, comprehension questions and gap-filling. The following ideas will help you to conduct the listening activities effectively:

- Encourage students to predict and make active guesses based on their own knowledge or contextual clues. Get them to predict the content by looking at the pictures and tell you what they can see or what is happening. You can also have a brainstorming session or discussion related to the title and topic. Alternatively, to save time you can tell students that they are going to hear someone talking to someone else about something.
- Pre-teach key vocabulary items by displaying them on the board and checking comprehension, and

then have students repeat each word once or twice to get themselves familiar with the sounds.

- Tell students that the focus is on the general ideas or specific information, and they do not need to understand every word. Ensure that they understand both the task and the key vocabulary before they listen to the recording.
- Provide students with listening strategies by telling them to leave the question that they cannot answer, and just continue with the next question. They will have another chance to answer difficult questions the next time they listen.
- Tell students in advance that you will read or play the recording two or three times to reduce their anxiety. Eliminate distractions and noise during the listening process by closing doors or windows, or asking students to be quiet while listening.
- Encourage students to write down or retell what they have heard by writing a summary and / or giving an oral report or participating in a group discussion.

Writing is also a productive skill which teaches students to communicate through writing. Most writing activities in **Tieng Anh 11** focus on the text types required by the syllabus. The common writing tasks include filling gaps in sentences or paragraphs, following a model to write a specific text or taking notes during a survey to get information related to a specific topic. The section normally contains four or five activities following the three-stage approach to language teaching. A model, guidelines and a template are often provided for students' reference.

- You can begin a pre-writing task by having students look at the pictures and brainstorm what they can see or what is happening, or read a model text and answer the questions. Pairs or small groups often work well for pre-writing tasks. Ensure that students understand the instructions, the texts and any necessary words and phrases for the writing tasks. The text can be used as the writing model, and topic discussions can reinforce students' knowledge. Remind students to note down the ideas during discussions so that they can use them in their writing later.
- Give students clear instructions and enough time for their writing. Encourage them to ask questions, and walk around the classroom while offering help with vocabulary or grammar, if necessary. Tell students that you will grade their writing on how well they follow the instructions, and how clearly they express their ideas to the reader. The final work should be legible. Students' ability to use standard English and good spelling should also affect the grading.
- Have students work individually or in pairs to brainstorm ideas, concepts and important vocabulary before they start drafting. Ask students to read their final drafts carefully, and check them for meaning and content, and for spelling, punctuation and grammar errors.
- Make sure students are familiar with your set of correction marks of grammar, spelling, textual mechanics and neatness. When you return the papers to the students who have made errors, ask them to make the corrections by themselves. This helps students to improve their writing skills. Give your assessment on different criteria such as relevance of specific theme or topic, register, organisation of ideas, grammar and vocabulary.

TEACHING COMMUNICATION AND CULTURE

- The **Communication** sub-section provides students with an opportunity for further practice and consolidation of the skills and the language previously learnt in the unit. The lesson normally includes a speaking task or speaking combined with listening and / or reading. After getting some input from the reading or listening activities, students are engaged in a discussion about an issue related to the topic. The speaking activities in this sub-section are less controlled and students are encouraged to use their own ideas or creativity to complete the tasks. Fluency is the focus, so correction of students' errors (grammar or pronunciation) should be postponed until after they have completed the activity. Extra vocabulary should be provided to facilitate free expression of ideas and natural speech.
- The aim of the **Culture** sub-section is to provide students with information related to the ASEAN and English speaking countries around the world. The lesson can include a reading text giving students more information of a cultural aspect or facts related to the title and topic. The lesson can also consist of two short texts, one about Viet Nam and the other about another country, which encourages students to make cultural or factual comparisons.
- You can start the lesson by giving a brief introduction to the country or cultural and factual features mentioned in reading texts. This can also be presented by students themselves as a kind of assignment or homework given to them in the previous lesson. Since vocabulary learning is not the focus here, new words should be explained very briefly.

TEACHING LOOKING BACK AND PROJECT

- The **Looking Back** section is designed for revision and consolidation of the language learnt in the unit. It begins with a pronunciation activity to check and consolidate students' knowledge of the pronunciation points such as stress patterns, weak and strong forms, elision and intonation. The words, phrases or sentences containing the pronunciation points are often those that students have encountered in other parts of the unit or taken from the reading or listening texts.
- The **Vocabulary** and **Grammar** activities are linked to the activities in the **Language** section at the beginning of the unit and focus on the main vocabulary and grammar points learnt in the unit. They are aimed at checking students' understanding of the meaning and use of the target words or structures.
- You can start the lesson by telling the class that these are activities designed to review the pronunciation, vocabulary, and grammar points of the unit. For the **Pronunciation** part, play the recording all the way through for students to listen. Play the recording again for them to repeat. Ask a few students to read the words, phrases or sentences in turn. Correct their pronunciation, if necessary. For the **Vocabulary** and **Grammar** parts, ask students to focus on the instructions. Give them time to read and prepare. Set a time limit and ask students to do the task individually or in pairs. Check the answers as a class and give explanations if necessary.
- The **Project** is the last part of the unit. It is aimed at providing students with an opportunity to apply the language and skills they have learnt throughout the unit to perform a task in a real-life situation. Students are asked to do a survey or conduct research to get authentic information about their friends and their neighbourhood, or to broaden their knowledge about the real world. The project tasks often involve teamwork, which can develop students' collaborative skills and promote their team spirit.
- Begin your teaching with a lead-in to focus students on the project objectives. Make sure students understand the tasks. Divide them into groups to do the project. Make useful suggestions to students about how to divide their workload. It is advisable that much of the work for the project be done at break time, out of class or at home. Allow some time in class for students to share the findings and results of their project work.

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Speaking	Listening	Writing	Communication and Culture	Project
Expressing opinions, agreements or disagreements about solutions to global warming	Listening for specific information about the causes and effects of global warming	Writing an essay about the causes and effects of global warming, and the possible solutions	- Preparing a talk on global warming for Green Teens Club - Young Voices for the Planet	Making an action plan of an environmental activity to reduce the carbon footprint of your school and community
Expressing preferences for different further education pathways	Listening for specific information about studying abroad	Writing an email asking for information about higher education opportunities	- Discussing higher education in Viet Nam - Further education in Singapore	Discussing reasons for taking a gap year and reasons for starting university immediately, and presenting them in class
Making suggestions about places to visit in the Complex of Hue Monuments	Listening for specific information in a radio programme about Phong Nha - Ke Bang National Park	Writing an essay about the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site	- Discussing where to go on a field trip - Taj Mahal, a World Heritage Site in India	Selecting a heritage site in Viet Nam and making a proposal for its preservation and protection
Explaining facts and giving predictions	Listening for specific information about future cities	Writing an email to a friend about city life in the future	- Discussing ideal cities of the future - A smart city in South Korea	Designing a poster of an ideal city
Giving advice on body care	Listening for specific information about physical activity precautions	Writing a story about how young people have changed their lifestyle to overcome a problem	- Understanding the benefits of meditation and discussing ways to relieve stress - A longevity hot spot in Japan	- Giving a presentation on a longevity hot spot - Conducting a survey on factors that help people to live longer

Unit 6 GLOBAL WARMING

GETTING STARTED

A presentation on global warming

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to global warming

Pronunciation

Intonation: Yes-no questions & echo questions

Grammar

Perfect gerunds and perfect participles

SKILLS

- Reading for general ideas and specific information about the causes and effects of global warming
- Expressing opinions, agreements, or disagreements about solutions to global warming
- Listening for specific information about the causes and effects of global warming
- Writing an essay about the causes, effects and possible solutions to global warming

COMMUNICATION AND CULTURE

- A global warming problem
- Young Voices for the Planet



OBJECTIVES

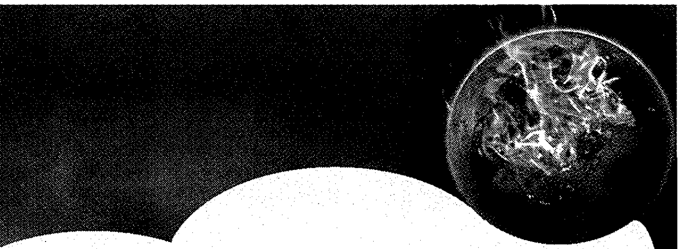
By the end of this unit, Ss can

- use words and phrases related to global warming
- recognise and use rising intonation on yes-no questions & echo questions
- use perfect gerunds and perfect participles
- read for general ideas and specific information about the causes and effects of global warming
- express opinions, agreements, or disagreements about solutions to global warming
- listen for specific information about the causes and effects of global warming
- write an essay about the causes and effects of global warming and the possible solutions

GETTING STARTED

A presentation on global warming

Lead-in: Inform the class of the lesson objectives: introducing the topic, some vocabulary related to global warming, the two grammar points (perfect gerunds and perfect participles), and intonation on yes-no questions and echo questions.



1 Ms Hoa, an English teacher, is helping a group of students in her class to prepare for their presentation. Listen and read.

Ms Hoa: Now, Group 2, how are your preparations going? Is your topic global warming?

Lan: Yes, it is. We've already decided on the main points to talk about and agreed on the presentation outline. Having planned the content, we're now looking for supporting information.

Ms Hoa: Sounds good.

Minh: First, we'll talk about causes such as greenhouse gas emissions from factories and vehicles.

Mai: There are also other causes, like the use of chemical fertilisers and deforestation. Global warming is man-made!

Minh: Man-made?

Ms Hoa: That's right. In the past, a lot of industries denied having contributed to global warming, but nowadays most people admit we are all responsible.

Minh: I see. Then we'll focus on the effects of global warming on people's health and life on Earth in general.

Mai: Yes. Having treated the environment irresponsibly, humans now have to suffer the effects of global warming. Do you agree, Lan?

Lan: Yes. Global warming leads to climate change, allowing for some infectious diseases to spread more easily. We should also make it clear how global warming contributes to heat-related illnesses and death.

Mai: It also has severe impact on water supplies, threatens food production and upsets ecological balance.

Ms Hoa: These are all excellent points. Have you come up with any solutions?

Lan: Yes, Ms Hoa. We'll point out how people can change their daily habits to reduce their carbon footprint.

Ms Hoa: That's great. Now, go through all your points again and decide who in your group will present each part.

Lan, Minh, and Mai: Thanks for your help, Ms Hoa.

2 Answer the questions.

1. What is the topic of Lan, Mai and Minh's presentation?
2. How many main parts do they intend to include in their presentation? What are they?
3. What causes of global warming are mentioned in the conversation?
4. What effects of global warming do they talk about?
5. According to Lan, what do people need to change to reduce their carbon footprint?
6. Can you add some more causes and effects of global warming besides those mentioned in the conversation?

3 Read the conversation again. Match the words and phrases with their definitions.

1. greenhouse gas	a. an increase in the average temperature of the earth's atmosphere
2. climate change	b. the amount of carbon dioxide released into the atmosphere
3. emission	c. a gas in the atmosphere that traps heat above the earth
4. carbon footprint	d. a gas or other substance which is sent out into the air
5. global warming	e. an illness that can be passed from one person to another, especially through the air people breathe
6. infectious disease	f. poor health resulting from extreme heat
7. ecological balance	g. a long-term change in the earth's weather due to changes in the atmosphere
8. heat-related illness	h. a stable ecosystem in which a large number of species live together

4 Find the sentences with the structure *having + past participle* in the conversation and write them down in the space below.

Example:

Having planned the content, we're now looking for supporting information.

____

____

____

1 Ask Ss to look at the picture and tell them that the people are Ms Hoa and her students – Mai, Minh and Lan. Ms Hoa is checking how they are preparing for a team presentation on global warming and is suggesting some ideas. Tell Ss that they are going to listen to the conversation between Ms Hoa and her students.

- Play the recording. Have Ss listen and read the conversation silently. Tell them not to worry about the new vocabulary as unfamiliar words will be dealt with later in Activities **2** and **3**.

2 This activity focuses on comprehension. Tell Ss to read the questions carefully before they read the conversation the second time. Help Ss with key words or phrases to make sure that they understand all the questions. Let Ss work in pairs to answer the questions.

- Divide the class into three groups and have each group write their answers on separate pieces of paper. Then divide the board into three sections. Read each question and have a student from each group stick their answer onto their section on the board. Then read the three answers to each question and have Ss decide on the correct or best one.

Key

1. Global warming.
2. Three parts: 1) the causes, 2) the effects, 3) the solutions.
3. Greenhouse gas emissions from factories and vehicles; use of chemical fertilisers, and deforestation.
4. Climate change allows for infectious diseases to spread more easily; contributes to heat-related illnesses and death; has severe impact on water supplies, threatens food production and upsets ecological balance.
5. They should change their daily habits.
6. Students' answers.

3 This activity focuses on the meaning of some key words used in the conversation. Encourage Ss to use the context and clues in the conversation.

- Ask Ss to read the conversation again and find the phrases in the left-hand column and underline them. Encourage Ss to guess the meanings of the phrases and then match them with their definitions in the right-hand column.
- Check Ss' answers as a class.

Key

1. **c**	2. **g**	3. **d**	4. **b**
5. **a**	6. **e**	7. **h**	8. **f**

4 The aim of this activity is to help Ss to identify sentences with the structure *having + past participle* in the conversation and write them down in the space provided.

Note

This activity does not check Ss' understanding of the meaning or use of the structure yet.

Key

- In the past, a lot of industries denied having contributed to global warming.
- Having treated the environment irresponsibly, humans now have to suffer the effects of global warming.

LANGUAGE

Vocabulary

Complete the sentences with the right form of the words / phrases from 3 in GETTING STARTED.

Example:

Global warming occurs when the <u>*greenhouse gases*</u> in the atmosphere trap the heat from the sun.

1. Having measured the company's ____________, they realised that the amount of carbon dioxide (CO_2) it produced was great.
2. Scientists have warned about the relationship between climate change and the spread of ____________.
3. A large amount of carbon dioxide ____________ are released into the atmosphere by burning fossil fuels.
4. Deforestation is one of the biggest environmental threats to the ____________ in the world.
5. As global temperatures rise, there are more cases of ____________.
6. Although global warming is causing changes in weather patterns, it is only one aspect of ____________.

Pronunciation

Intonation on yes-no questions and echo questions

1 Listen and repeat these questions, paying attention to their rising intonation.

1. Do you agree with me?
2. Can you talk about the effects of global warming?
3. Do you think that we can reduce our carbon footprint?
4. Is it true that global warming is getting worse?
5. Are most of the environmental problems caused by humans?

2 Listen and mark ↗ (rising intonation) on the echo questions. Then practise reading the exchanges.

1. A: Most of the environmental problems are man-made.
   B: Man-made?
2. A: Scientists are concerned about the effects of global warming.
   B: Scientists are concerned about what?
3. A: I cycle to work every day.
   B: You do?
4. A: By 2050, rising temperatures could lead to the extinction of a million species.
   B: The extinction of a million species?
5. A: In order to save our environment, we should reduce our use of paper products.
   B: We should do what?



DO YOU KNOW...?

- An echo question is a type of question that repeats part or all of a sentence that someone has just said. We use echo questions when we do not completely hear or understand what a speaker has said, or when we want to express surprise or doubt about it. Echo questions are usually spoken with a rising intonation. We usually expect the speaker to repeat or confirm the information.

  Example:

  A: Climate change presents a dangerous threat to the human race.

  B: A dangerous threat to the human race? ↗

Grammar

Perfect participles in clauses of time and reason

1 Work in pairs. Underline the perfect participles in the sentences in 4 in GETTING STARTED. Then rewrite the sentences, using *after / then* or *because / since*.

____

____

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LANGUAGE

Vocabulary

This activity provides Ss with an opportunity to use the phrases they learnt in Activity **3** in **GETTING STARTED** in the sentences. Go through the phrases and check Ss' understanding.

- Tell Ss to read each sentence carefully and use the contextual clues to work out which phrase best completes it. Ask Ss, *What are the surrounding words? What do they mean?*
- Let Ss complete the sentences individually. Check answers as a class.

Key

1. carbon footprint	2. infectious diseases
3. emissions	4. ecological balance
5. heat-related illnesses	6. climate change

Pronunciation

Intonation on yes-no questions and echo questions

1 This activity focuses on rising intonation on yes-no questions.

- Play the recording and ask Ss to listen to the questions paying attention to the rising intonation at the end of each question.
- Play the recording again. Pause after each question for Ss to repeat.

2 This activity focuses on rising intonation on echo questions.

- Ask Ss to read through the exchanges. Tell them that B's responses are echo questions. Elicit from Ss what echo questions are and what intonation pattern is usually used for them.
- Play the recording for Ss to check the answers. Have them write an upward arrow (↗) after the echo questions.
- Let Ss practise the exchanges in pairs.

Key

1. A: Most of the environmental problems are man-made.
   B: Man-made? ↗
2. A: Scientists are concerned about the effects of global warming.
   B: Scientists are concerned about what? ↗
3. A: I cycle to work every day.
   B: You do? ↗
4. A: By 2050, rising temperatures could lead to the extinction of a million species.
   B: The extinction of a million species? ↗
5. A: In order to save our environment, we should reduce our use of paper products.
   B: We should do what? ↗

Grammar

Perfect participles in clauses of time and reason

Ask Ss to read the *Do you know…?* box and focus on the form and use of perfect participles. Point out that perfect participle clauses can be rather formal and are not often used in speech. However, these structures are very useful in formal writing as they help to combine information into one sentence.

1 The aim of this activity is to help Ss to understand the meaning of perfect participles in sentences and how to use them in clauses of time and reason.

- Ask Ss to read the sentences with perfect participles they have written down in **4** in **GETTING STARTED** and discuss with a partner how the perfect participle is used in each sentence.
- Tell Ss to rewrite the sentences individually. Then check as a class.

Key

- Having planned the content, we're now looking for supporting information.

⇒ *After we have planned the content, we're now looking for supporting information.*

Note: The perfect participle is used in a clause of time to talk about an action that comes before another connected one.

- Having treated the environment irresponsibly, humans now have to suffer.

⇒ *Because / Since humans have treated the environment irresponsibly, they now have to suffer.*

Note: The perfect participle is used to express a reason.

DO YOU KNOW...?

- The perfect participle is a compound verb form consisting of the auxiliary 'having' and the past participle of the verb, e.g. *having collected, having treated.*
- We can use the perfect participles in a clause of time to talk about an action that comes before another connected one.

  Example:
  Having collected all necessary information, he started writing his report.
- We can also use the perfect participle clause to talk about the reason for the action in the main clause.

  Example:
  Having treated the environment irresponsibly, we now have to suffer the effects of climate change.

  Note: We tend not to use participle clauses so much in speech since they can be rather formal.

2 Match the two parts to make complete sentences.

1. After we identified the causes of global warming,	**a.** now they have to suffer severe floods.
2. Since they have used up the fossil fuel resources in their country,	**b.** we decided to sell our car and get a bicycle instead.
3. Because local people have cut down the forests to make way for farming,	**c.** they have to find some types of alternative energy.
4. After we read the report on how the burning of petrol in cars contributes to climate change,	**d.** we were determined to reduce our carbon footprint.
5. Because farmers had been informed about the bad effects of chemical fertilisers,	**e.** we worked out some solutions to reduce its effects.
6. After we talked with the environmentalist,	**f.** they have to suffer its effects now.
7. Since people have ignored warnings about global warming for more than 20 years,	**g.** they started using them sparingly on their farms.
8. After we had learnt that humans are responsible for global warming,	**h.** we changed our attitude to nature.

1. e **2.** ______ **3.** ______ **4.** ______
5. ______ **6.** ______ **7.** ______ **8.** ______

Rewrite the sentences, using perfect participles.

Example:

1. **e** *Having identified the causes of global warming, we worked out some solutions to reduce its effects.*
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

Perfect gerunds

Combine the sentences, using perfect gerunds.

Example:
Someone had started a fire in the forest. Tom admitted that he had done it.
⇒ *Tom admitted (to) having started a fire in the forest.*

1. In the Tree Planting Competition, the students in Group 11G planted the most trees in the schoolyard. They were praised for that.
   ____
2. Someone had cut down the oldest tree in the park. The police suspected Mike of doing it.
   ____
3. He had dumped lots of rubbish onto the beach. He denied it.
   ____
4. You had saved the lives of hundreds of wild animals. Thank you for that.
   ____
5. They had hunted and killed many wild animals. Later they regretted what they had done.
   ____
6. The factory had dumped tons of toxic waste into the river. It was heavily fined for that.
   ____
7. Denis had taken an active part in the Green Summer activities. He was rewarded for that.
   ____

DO YOU KNOW...?

- We can use the perfect gerund to emphasise that an action happened in the past, before the past action denoted by the main verb of the sentence. It can be used in the following structures:

  (1) Verb + (object) + preposition + perfect gerund
  Verbs: *apologise for, accuse ... of, admire ... for, blame ... for, congratulate ...on, criticise ... for, punish ... for, praise ... for, thank ... for, suspect ... of*
  Example:
  He apologised for having made us wait so long.

  (2) Verb + perfect gerund
  Verbs: *deny, admit, forget, mention, remember, recall, regret*
  Example: *She denied having broken the flower vase.*

2 This activity focuses on the use of perfect participles in clauses of time and reason.

- Encourage Ss to look for clues in the two parts that can help them to do the matching easily and quickly. Grammatical clues can include pronoun agreement and verb tense. Weaker students may also have difficulty with some words or phrases (*identified, sparingly, make way for, attitude*, etc.), so you may have to explain the meaning or provide the Vietnamese translation to save time for the practice activity.
- Ask Ss to work in pairs to match the two parts of each sentence. Check answers as a class.

Key	2. **c**	3. **a**	4. **b**	5. **g**
	6. **h**	7. **f**	8. **d**	

- Have Ss rewrite the sentences individually, and then work in pairs to compare their answers.

Key

2. Having used up the fossil fuel resources in their country, they have to find some types of alternative energy.
3. Having cut down the forests to make way for farming, now they / local people have to suffer severe floods.
4. Having read the report on how the burning of petrol in cars contributes to climate change, we decided to sell our car and get a bicycle instead.
5. Having been informed about the bad effects of chemical fertilisers, they / the farmers started using them sparingly on their farms.
6. Having talked with the environmentalist, we changed our attitude to nature.
7. Having ignored warnings about global warming for more than 20 years, people have to suffer its effects now.
8. Having learnt that humans are responsible for global warming, we were determined to reduce our carbon footprint.

Perfect gerunds

- The aim of this activity is to show Ss how the perfect gerund can be used to emphasise that an action had happened in the past, before the past action denoted by the main verb of the sentence. Point out the two structures:

(1) Verb + (object) + preposition + perfect gerund

(2) Verb + perfect gerund

- Tell Ss that in many cases the perfect gerund is optional since it is often obvious from the context which action takes place first so the simple gerund can be used as well, e.g., She denied breaking the flower vase.
- Ask Ss to underline the verbs in the second sentences that will be used as the main verbs or verb phrases in the combined sentences. Then elicit from Ss each verb or verb phrase. Have Ss pay attention to any prepositions that need to be added, e.g. *suspect* (*suspect somebody* ***of*** *doing / having done something*).
- Have Ss do the activity individually first, then compare their answers with a partner. After that, check as a class.

Key

1. The students in Group 11G were praised for having planted the most trees in the schoolyard in the Tree Planting Competition.
2. The police suspected Mike of having cut down the oldest tree in the park.
3. He denied having dumped lots of rubbish onto the beach.
4. Thank you for having saved the lives of hundreds of wild animals.
5. They regretted having hunted and killed many wild animals.
6. The factory was heavily fined for having dumped tons of toxic waste into the river.
7. Denis was rewarded for having taken an active part in the Green Summer activities.

- Tell Ss to read the *Do you know….?* box. For weaker Ss, provide more examples with the verbs followed by a gerund (simple or perfect one). For stronger Ss, have them work in pairs and make as many sentences as they can.

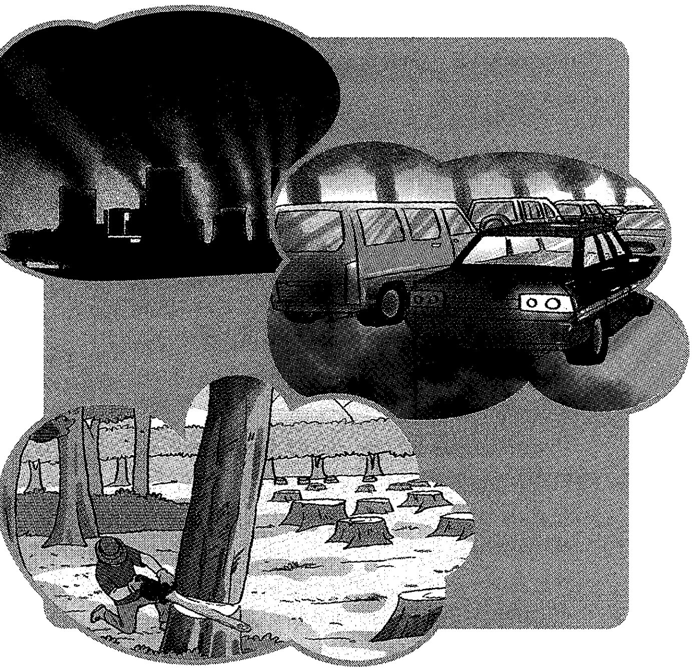
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to use rising intonation on yes-no questions and echo questions. I can also use perfect participles and perfect gerunds in sentences.*

READING

Global warming is real

1 Work with a partner and guess what problems are described in the pictures. Then answer the question: What do you know about these problems?



2 Read the text and select the statement that expresses its main idea.

- **a.** Global warming is the rise in the world's temperature.
- **b.** Global warming leads to the extinction of millions of species in the world.
- **c.** Global warming is mainly caused by humans and has negative impacts on people's lives.
- **d.** People have to work together to reduce the risks of global warming.

Global warming, the rise in temperature around the earth's atmosphere, is one of the biggest issues facing humans nowadays. The results of numerous studies show that global warming is real. It is mainly man-made and its effects on people and nature are catastrophic.

The biggest cause of global warming is carbon dioxide (CO_2) emissions from coal burning power plants. When coal is burnt to make electricity, it releases a large amount of carbon dioxide into the atmosphere. In the USA, about 40% of CO_2 emissions come from electricity production. The second greatest source of CO_2 emissions is the burning of petrol for transport. In the USA, motor vehicles running on petrol are responsible for about 33% of CO_2 emissions. The situation is getting worse as the demand for cars is increasing rapidly in the modern world. Another reason for the temperature rise is the cutting down of forests for wood, paper or farming. Forests absorb and capture CO_2 from the atmosphere. This process has been disrupted by the current alarming rate of deforestation.

The worst effect of global warming is the rise in sea levels worldwide, which could make millions of people lose their homes. Global warming also results in severe weather-related natural disasters such as droughts and floods that can kill or injure large numbers of people. Global warming with increasingly high temperatures can reduce crop harvests globally, which may lead to famine. It is also predicted to have the worst impact on water supplies. Water shortages are likely to delay economic growth and damage ecosystems. Another scary effect of global warming is the disappearance of millions of species in the world. Widespread loss of species is a matter of great concern for humans since we cannot exist without species diversity on Earth.

It is important that people understand that human-caused global warming is happening and its effects on us are serious. Everybody has to take some action now to reduce the risks.

3 Match the words with their meanings.

1. catastrophic (adj)	**a**	all living creatures and plants in a certain area and the relationships between them
2. famine (n)	**b**	the mixture of gases surrounding the earth
3. absorb (v)	**c**	the fact of having many different types of people, animals, plants or things
4. capture (v)	**d**	take in (gas, liquid, heat) from the space or surface around
5. atmosphere (n)	**e**	catch and keep somebody / something in a place
6. ecosystem (n)	**f**	when a lot of people do not have enough food and many die
7. diversity (n)	**g**	disastrous

SKILLS

Reading

Global warming is real

Lead-in: Inform the class of the lesson objectives: skimming and scanning a text for general ideas and specific information.

1 This activity is a pre-reading activity which aims to get Ss involved in the lesson and help them to activate their prior knowledge about the topic.

- Have Ss work in pairs, discuss the problems depicted in the pictures (*greenhouse gas emissions from factories and cars, deforestation*, etc.) and answer the question.
- Invite some pairs to present their answers to the class. Do not correct Ss' mistakes at this stage of the lesson. Just praise them for expressing their opinions and tell them to compare their ideas with those in the text after they have read it.

2 This activity provides Ss with an opportunity to practise reading for gist and summarising key ideas into a statement.

- Ask Ss to read the text quickly and choose the statement that best expresses the main idea. Help Ss to eliminate the wrong options by analysing them: option **a** is a definition of global warming, **b** mentions only about one of the effects of global warming explained in the text, **c** is the most comprehensive one since it mentions both causes and effects, and **d** mentions only one solution. Option **c** is the best answer as it covers all points mentioned in the text.

Key c

3 This activity focuses on the skill of guessing the meaning of new vocabulary in context.

- Have Ss read the words in the left-hand column and find them in the text. Encourage them to use contextual clues to guess the general meaning of the words, then read the definitions provided in the right-hand column and match them with the words.

Key	1. **g**	2. **f**	3. **d**	
	4. **e**	5. **b**	6. **a**	7. **c**

4 This activity provides practice in reading for specific information.

- Ask Ss to read the questions and underline the key words in each of them. After that, have Ss read through the text to locate where they can find the answers to the questions.
- Have Ss compare their answers with a partner. Then check as a class.

Key

1. Humans / People / We are responsible.
2. It releases a large amount of carbon dioxide into the atmosphere.
3. Deforestation disrupts the process of absorbing and capturing CO_2 from the atmosphere, which causes the world's temperature to rise.
4. They could lose their homes.
5. They can reduce crop harvests globally.
6. Because humans cannot exist without species diversity on Earth.

5 This activity is a post-reading one, which gives Ss an opportunity to express their own ideas about what they have learnt in the text (question 1), and encourages them to think further about the content of the text (question 2).

- Have Ss discuss the questions in groups. A weaker class can skip the second question.
- Ask one or two groups to report the results of their discussion.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about some causes and effects of global warming. I can read for general ideas and specific information and can understand new words using context.*

4 Answer the following questions.

1. Who is mainly responsible for global warming?
2. What happens when coal is burnt to make electricity?
3. How does deforestation contribute to global warming?
4. What could happen to people when sea levels rise?
5. How can high temperatures affect crops?
6. Why is widespread loss of species a matter of great concern for humans?

5 Work in groups. Discuss the questions.

1. Which of the effects of global warming do you think is the most serious?
2. What do you think we should do to reduce the risks caused by global warming?

SPEAKING

Going green

1 Work in pairs. In your opinion, which of the activities in the table below can help to reduce global warming?

1. Reusing and recycling glass, plastic, paper and other products	
2. Reducing use of paper products	
3. Travelling by air around the world to study global warming	
4. Cutting down on energy use: use LED light bulbs and unplug unused electronic devices	
5. Using green methods of transport: ride a bicycle or just walk	
6. Planting trees or plants wherever they can grow	
7. Living in forests surrounded by a diverse population of species	

2 The table below presents the reasons why the activities in 1 can help to reduce global warming. Match them with the activities.

	Reasons
a.	This helps to reduce the amount of emissions from the burning of petrol in vehicles.
b.	This helps to save trees and forests since these products are made from wood.
c.	These are more efficient, longer lasting and use much less electricity. Even when turned off, electronic devices still use energy.
d.	They absorb carbon dioxide and give off oxygen. A single tree can absorb about one ton of carbon dioxide in its lifetime.
e.	This helps to reduce waste and pollution, and conserve natural resources.

3 Lan, Mai and Minh are talking about the activities presented in 1. Work in groups of three. Complete their conversation, using the phrases in the box and then practise it.

planting trees	reusing and recycling
electronic devices	carbon dioxide
energy use	

Lan: Minh, which of these activities do you think are the most effective in reducing global warming?

Minh: In my opinion, the most effective activity is cutting down on (1) ___________. If you use LED light bulbs or turn off your (2) ___________ when they are not in use, you can save a large amount of electricity.

Lan: Uh-huh. And these things are very easy to do. What about you, Mai?

Mai: I think (3) ___________ is the most effective way to help to reduce global warming.

Minh: I'm not so sure about that. What makes you think so?

Mai: It's because trees absorb (4) ___________ and give off oxygen. A single tree can absorb about one ton of carbon dioxide in its lifetime. Do you agree with me, Lan?

Lan: Well, I don't think these can reduce global warming significantly. I believe that (5) ___________ are more effective, because they can reduce waste and pollution, and conserve natural resources.

4 What do you think about these solutions to global warming? Work in groups of 3. Use the ideas in 1 & 2 to have a similar conversation.



Speaking

Going green

1 This activity is the first step in preparing Ss for achieving the final objective of the Speaking lesson – expressing ideas / agreements / disagreements about solutions to global warming.

- Have Ss read the activities carefully. Explain any new words / phrases, if necessary.

> **Notes**
>
> LED (light-emitting diode) light bulb: loại bóng đèn chiếu sáng có cấu tạo từ một bán dẫn loại N ghép với bán dẫn loại P, giống như *điốt phát quang*, chỉ cho dòng điện một chiều chạy qua. LED phát sáng là do sự tái hợp của điện tử và lỗ trống trong chất bán dẫn khi có dòng điện chạy qua. Không giống như bóng đèn sợi đốt thông thường hoạt động dựa trên việc đốt nóng dây tóc, nguyên lý phát quang của đèn LED làm cho nó có hiệu suất phát sáng cao hơn nhiều do ít bị hao tổn nhiệt.

- Ask Ss to work in pairs and discuss which of the activities in the table can help to reduce global warming. Check answers as a class. It might also be necessary to explain the following points:

  – '*Travelling by air around the world to study global warming*' may contribute to the increase of global warming instead of reducing it as air travel and other forms of transport such as motor vehicles, rail and sea transport are main sources of CO_2 emissions.

  – Just '*Living in forests surrounded by a diverse population of species*' cannot stop deforestation or protect species from extinction.

Key 1 2 4 5 6

2 This activity helps Ss to link the activities in **1** to the specific reasons why they can help to reduce global warming.

- Have Ss read the reasons carefully. Explain any words or phrases, if necessary.
- Demonstrate to Ss how they can use the clues or key words in the reasons to determine the activities they relate to. For example, in reason **a**, the clues are '*petrol*' and '*vehicles*' as these words are related to '*transport*' and '*bicycle*'.
- Have Ss work in pairs to match the reasons with the activities. Check as a class.

Key 1. **e** 2. **b** 4. **c** 5. **a** 6. **d**

3 This activity provides Ss with a model conversation expressing ideas, agreement, and disagreement.

- Ask Ss to read the conversation and use the words in the box to fill the blanks individually. Then have Ss work in groups to role-play the conversation.

Key

1. energy use	2. electronic devices
3. planting trees	4. carbon dioxide
5. reusing and recycling	

4 This activity is free practice: Ss use the activities and reasons they learnt in **1** and **2**, and the model conversation in **3** to express their own ideas.

- Put Ss into groups of three. Ask them to exchange their ideas and express agreement or disagreement about solutions to global warming.
- While Ss are doing the activity, walk around the class to offer support, if necessary.
- Invite one or two groups to role-play their discussions in front of the class. Provide comments and correct any frequently occurring mistakes.

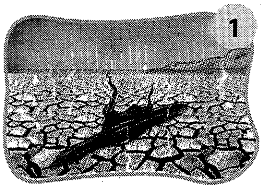
LESSON OUTCOME

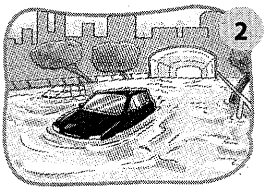
- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt what activities can help to reduce global warming and the reasons why they can do so. I can take part in a discussion expressing my ideas, agreements, or disagreements about the solutions.*

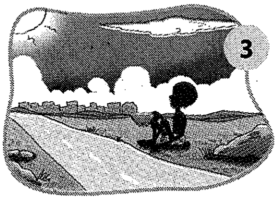
LISTENING

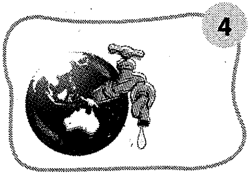
Save the planet, save your life

1 **a. Match the words with the pictures.**











a. famine

b. forest fire

c. drought

d. flood

e. water shortage

1. ______ **2.** ______ **3.** ______ **4.** ______ **5.** ______

b. What is the common cause of all the disasters depicted in the pictures above?



2 **Prof. Linn is talking to a class of grade 11 students about global warming. Listen to the talk and choose the best answers.**

1. Which of the following is NOT mentioned in the talk?
   A. What global warming is.
   B. What causes global warming.
   C. The effects of global warming.
   D. How to reduce global warming.

2. What is the main purpose of Prof. Linn's talk?
   A. To make the students understand global warming.
   B. To make the students understand that it is their duty to reduce global warming.
   C. To make the students understand what greenhouse gases are.
   D. To make the students understand that global warming leads to catastrophic weather patterns.

3. How many sources of greenhouse gas emissions does Prof. Linn mention?
   A. one B. two C. three D. four

4. How many people may have to suffer from the effects of global warming?
   A. A million people.
   B. Hundreds of people.
   C. Hundreds of millions of people.
   D. 20–30% of the world's population.

5. According to the talk, what is the first step to take to help to reduce global warming?
   A. To have a lot of information about the topic.
   B. To change your lifestyle.
   C. To inform others about the topic.
   D. To inspire others to change.

3 **Listen to the talk again and answer the questions.**

1. According to Prof. Linn, what are the greenhouse gases?

2. What leads to the increase in temperature?

3. What catastrophic weather patterns are mentioned in the talk?

4. What can the catastrophic weather patterns lead to?

5. Why is it necessary to be well-informed about the topic?

4 **Work in groups. Discuss if the weather patterns in Viet Nam have changed over the last ten years. Provide some examples. Then report the results to the class.**

Listening

Save the planet, save your life

Lead-in: Inform the class of the lesson objectives: listening to a talk by a professor for specific information about the causes and effects of global warming.

1 This activity is a pre-listening activity, which aims to introduce the topic of the listening text and get Ss to brainstorm ideas related to the topic.

a. Ask Ss to match the words with the pictures. Then have them read aloud the words in pairs to make sure that they can pronounce them.

b. Ask Ss to discuss the question in pairs. Encourage them to write down their answers so that they can compare them later, after listening to the talk.

Key 1. **c** (drought) 2. **d** (flood) 3. **a** (famine) 4. **e** (water shortage) 5. **b** (forest fire)

2 This activity focuses on the skill of listening for specific information.

- Tell Ss to read through the questions and the answer options so that they have some idea about what they have to listen for. Help them to identify the key words in each question.
- Play the recording without pausing. Have Ss answer the questions individually.
- Let them compare their answers with a partner. After that, check as a class. If there are many wrong answers, play the recording again, pausing where Ss may have difficulty understanding the listening text or where Ss can get the answer to a specific question.

Key 1. **D** 2. **B** 3. **B** 4. **C** 5. **A**

3 This activity provides further comprehension practice on the listening text by open-ended questions.

- Have Ss read the questions and ask them to pay attention to the key word(s) in each of them.
- Play the recording again. Ask Ss to take notes while listening and then use the notes to answer the questions. For a weaker class, pause after the information for each question.
- Let Ss compare their answers in pairs. Then check as a class.

Key

1. Carbon dioxide, carbon monoxide, methane, water vapour.
2. The thick layer of the greenhouse gases traps more heat from the sun leading to the increase of the temperature on the earth.
3. Heat waves, floods, droughts and storm surges.
4. Famine, water shortages, extreme weather conditions and a 20 – 30% loss of animal and plant species.
5. When you have a lot of information about the topic, you'll be more willing to change your lifestyle and you'll be able to inform others and inspire change.

Audio script

Hi, everybody. In my talk today, I'll discuss global warming, and its causes and effects on our lives. I hope you can all understand that it's everyone's duty to help reduce global warming right now.

You all know that global warming is the rise in the average temperature of the earth due to the increase of greenhouse gases such as carbon dioxide, carbon monoxide, methane, and water vapour. Climate scientists now believe that humans are mainly responsible for this. The burning of fossil fuels such as coal, oil and natural gas, and the cutting down of large areas of forests have contributed to the emission of a large amount of harmful gases into the atmosphere in recent years. The thick layer of these gases traps more heat from the sun, which leads to the increase in the earth's temperature.

Global warming results in climate change and catastrophic weather patterns such as heat waves, floods, droughts and storms, which can affect human lives. Hundreds of millions of people may suffer from famine, water shortages, and extreme weather conditions if we do not reduce the rate of global warming. This could also result in a 20 – 30% loss of animal and plant species.

Being well-informed about the effects of global warming is the first important step towards solving this problem. You'll be more willing to change your lifestyle if you understand the impact of global warming. Moreover, you'll be able to inform others and inspire change.

4 This activity is a post-listening one, which provides Ss with an opportunity to relate the content of the listening text to their own situation.

- Put Ss into groups to discuss the changes in weather patterns in Viet Nam over the last ten years. For a weaker class, give Ss some hints such as *longer summers, heat waves, floods, droughts, storms*, etc.
- Invite Ss from one or two groups to report the results of their discussion.
- Give encouraging feedback and correct only frequently occurring mistakes.

LESSON OUTCOME

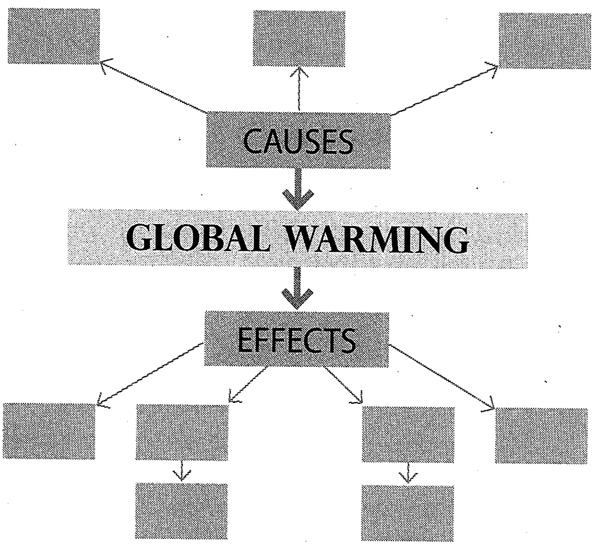
- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can listen for specific information in a talk about the causes and effects of global warming.*

WRITING

Global warming: causes and effects

1 Which are the causes and which are the effects of global warming? Complete the diagram with the ideas below.

1. Heat-related illnesses and death, and spread of infectious diseases
2. Carbon dioxide emissions from the burning of fossil fuels in power plants and motor vehicles
3. The melting of polar ice caps and rising of sea levels
4. Deforestation for farmland, wood and paper
5. People losing homes
6. Extreme weather patterns such as severe storms, heat waves, floods and droughts
7. The increasing use of chemical fertilisers on croplands
8. Widespread extinction of species
9. Water and food shortages



2 Work in pairs. Discuss and complete the outline, using the ideas from 1. Brainstorm some possible solutions.

1. Introduction
2. What global warming is and what causes it
3. Effects of global warming
4. Some possible solutions
5. Conclusion

3 Now write your essay (between 160-180 words), using the helpful expressions in the box, the outline and your notes in 2.

Helpful expressions

lead to / contribute to / result in / cause / have serious consequences / impact on / make

Example:

The deforestation for farmland, wood and paper contributes to higher temperatures which lead to the melting of polar ice caps and rising of sea levels.



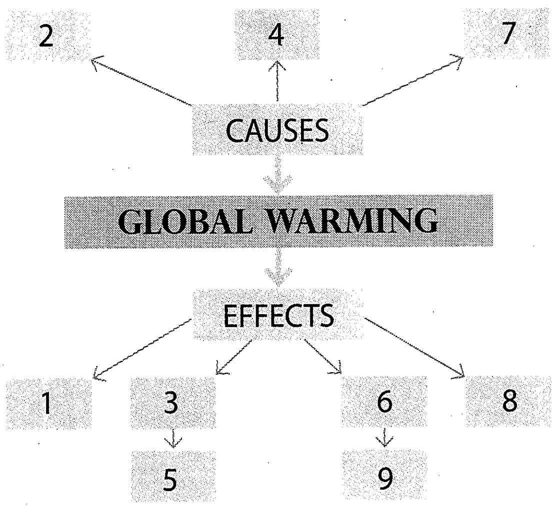
Writing

Global warming: causes and effects

Lead-in: Inform the class of the lesson objectives: by the end of the lesson, Ss should be able to write an essay about the causes and effects of global warming and possible solutions to it.

1 The aim of this activity is to provide some ideas and prepare Ss for the lesson's final writing task.

- Draw the diagram on the board and explain to Ss its different parts: there are several causes leading to global warming, which has a number of effects on human life and nature; then some of these effects can cause further impact on humans and nature.
- Put Ss into pairs. Ask them to read the phrases carefully and decide which of them are causes and which are effects. Remind Ss that they have already learnt about these causes and effects in the reading and listening lessons.
- Ask a pair of Ss to come to the board and complete the diagram. Then check answers as a class.



2 The aim of this activity is to help Ss to develop an outline before they start writing their essays. Remind Ss that all the ideas necessary for the outline have been provided for them in the previous parts of the unit. Tell Ss that they can complete the outline with just phrases, not complete sentences.

- Write the outline on the board and ask some Ss to complete the part of the outline about the causes and effects while others complete the outline in their notebooks. Check as a class.
- Have Ss work in pairs to think about the possible solutions to reducing global warming. Remind them of the solutions they have discussed in the speaking lesson.

An example of a completed outline:

1) **Introduction:** (introduce the topic and the main content of the essay)
   - one of the biggest issues facing humans nowadays
   - caused mainly by humans
   - most catastrophic effects on humans
   - humans have to take actions to reduce the risks
   - the essay will discuss the causes and effects, and possible solutions
2) **What global warming is and its causes**
   - the rise in the average temperature of the earth due to the increase of greenhouse gases in the atmosphere
   - causes:
     • carbon dioxide emissions from the burning of fossil fuels
     • deforestation for farmland, wood and paper
     • increasing use of chemical fertilisers on croplands
3) **Effects of global warming**
   - heat-related illnesses and death, and spread of infectious diseases
   - melting of polar ice caps and rising of sea levels
   - extreme weather patterns such as severe storms, heat waves, floods and droughts
   - widespread extinction of species
4) **Some possible solutions**
   - reducing energy use
   - planting trees or plants
   - using green methods of transport
5) **Conclusion** (summarise the main points and state your opinion)

3 The product of this activity should be Ss' completed essays.

- Ask Ss to write their essays individually, using the helpful expressions in the box and the outline they have completed. Then let Ss work in pairs swapping their essays for their partners to read and give comments.
- If time is limited, this activity can be assigned as homework.

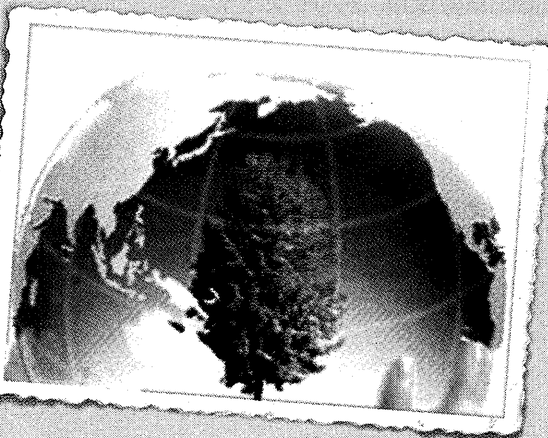
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can write an essay about the causes and effects of global warming and how to reduce its risks.*

COMMUNICATION AND CULTURE

Communication

Green Teens Club is a youth organisation whose purpose is to protect the environment. You are members of the club. Work in groups. Discuss and select ONE main cause of global warming, and prepare a talk to present in the club meeting. Your talk should include the following parts:



A. INTRODUCTION

1. Getting attention: *Hello / Good morning / Good afternoon / Can we start? / Shall we start?*
2. Introducing the topic and the purpose of your talk: *The subject of my presentation / The topic of my talk is ... I'm going to talk about ...*
3. Giving a preview of the talk: *There are ... main parts in my presentation: In the first part, I'll talk about ..., the second part will focus on ..., and then in the third part, I'll ....*



B. BODY

1. Describing one of the main causes
2. Explaining its effects
3. Giving some possible solutions (things that we should do)

C. CONCLUSION

1. Restating your message: *To sum up, ... In short, ... In a nutshell, ... The important thing to remember is ...*
2. Thanking the audience for their attention

COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: further skills development.

Communication

This activity aims at developing Ss' presentation skills on the topic of global warming.

- Tell Ss that they have to present a talk to an environmental club about one of the causes of global warming and its effects. In the talk, they will also have to suggest some solutions related to the problems.
- Ask Ss to read the causes in the Writing section and choose the one they think is the most important and want to talk about.
- Have Ss study the outline in groups or pairs before they start preparing for their talk. Encourage them to practise their talks with their partners.
- Invite one or two Ss to present their talk to the class. Give comments focusing on the structure of the talk and Ss' presentation skills. Encourage other Ss to give comments, too.

Culture

Young Voices for the Planet

1 Read the paragraphs about how youths can contribute to reducing the risks of global warming and answer the questions.

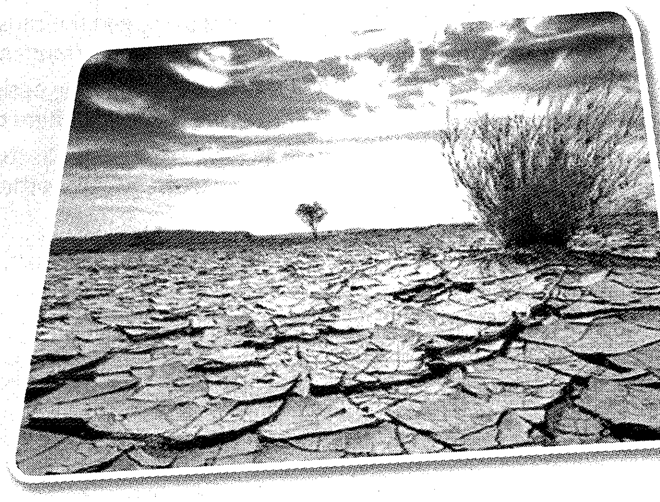
Young Voices for the Planet is a series of short films that tell real stories about the different ways young people have contributed to reducing the carbon footprint of their homes, schools, communities, and countries. They planted trees, raised money for wildlife protection, raised awareness of environmental dangers, etc. Here are three stories showing that anyone, even young kids, can make significant contributions to slow down climate change.

Having learnt about how trees can help to reduce the amount of carbon dioxide in the atmosphere, 11-year-old Felix Finkbeiner started his project 'Plant for the Planet'. Soon, this project helped to plant 2.5 billion trees in Germany and 12 billion trees worldwide. 'If the adults won't do something, we have to do it, because we'll be around for another 80 years and our grandchildren even longer,' says Felix Finkbeiner.

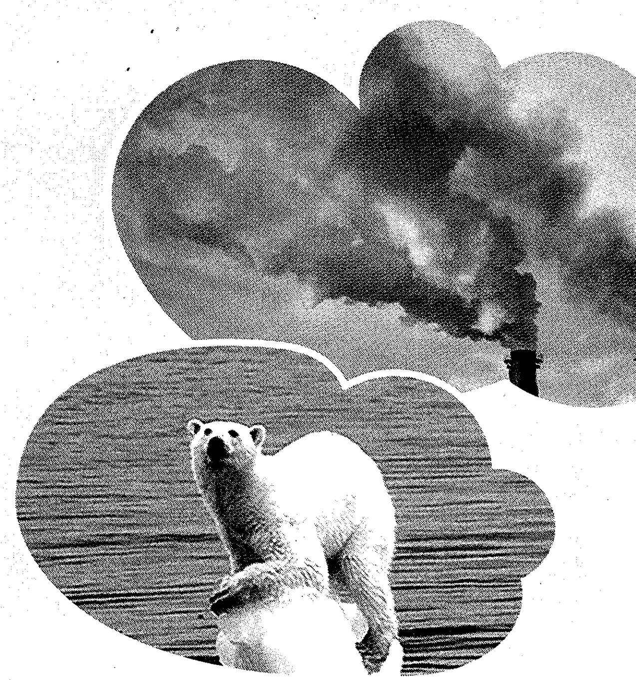
Olivia Bouler, from New York, was also 11 years old when she heard about the 2010 BP oil spill in the Gulf of Mexico and decided to do something to help. She raised money for the clean-up by creating and selling paintings of birds. She raised more than $200,000 for the National Audubon Society, a group that protects birds and other wildlife. 'Use your strengths,' says Olivia. 'I'm just an average kid who wanted to help'.

A group of students at Santa Monica High School, in California, got together to raise awareness about the dangers of plastic bags on ocean animals and the environment. One student stood covered in plastic bags in front of city lawmakers and asked them to ban plastic bags. It was a success. Santa Monica was one of the first American cities to ban plastic bags.

1. What is Young Voices for the Planet?
2. Why did Felix Finkbeiner start his project 'Plant for the Planet'?
3. Why did Olivia Bouler create and sell paintings of birds?
4. How did the students at Santa Monica High School, in California, raise awareness about the dangers of plastic bags on ocean animals and the environment?



2 Discuss with a partner. What do young Vietnamese people do to reduce the carbon footprint of their homes, schools, communities, and country? Do you know any stories about young Vietnamese people who have helped to reduce global warming?



Culture

Young Voices for the Planet

The aim of this section is to provide Ss with information about how young people can help to reduce global warming.

- As a warm-up activity, ask if Ss know anything about Young Voices for the Planet or what the name tells them. Have Ss brainstorm ideas, but do not correct them at this stage of the lesson. Tell Ss that they will find out more after they read the text.
- Some of the words / phrases in the text may be difficult or unfamiliar. Have Ss guess their meaning or, to save time, provide the equivalent words or explanation in Vietnamese.
  - *awareness:* knowing that something is important
  - *be around:* be present
  - *clean-up:* the process of making a place clean and tidy
  - *lawmaker:* someone who makes laws

1 Ask Ss to read the text carefully and answer the questions 1-4. Check as a class.

- To make the activity more interesting and to save time, use the 'jigsaw reading' strategy. Put Ss into groups of four. Each student in the group has to read one paragraph and then answer the question(s) related to the content of that paragraph.

Key

1. It is a series of short films that tell real stories about the different ways young people have contributed to reducing the carbon footprint of their homes, schools, communities, and countries.
2. Because he has learnt about how trees can help to reduce the amount of carbon dioxide in the atmosphere.
3. To raise money for the clean-up of the BP oil spill in the Gulf of Mexico in 2010.
4. One student stood covered in plastic bags in front of city lawmakers and asked them to ban plastic bags.

2 The aim of this activity is to encourage Ss to relate the text content to the situation in Viet Nam. Put Ss into groups to discuss the questions. Then invite one or two groups to present their answers to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have improved my speaking and reading skills. I can give a talk on the causes and effects of global warming and propose solutions. I have learnt about the different ways young people around the world contribute to reducing their carbon footprint.*

LOOKING BACK

Pronunciation

1 Listen and repeat the questions paying attention to the rising intonation.

1. Do you know that global warming is increasing?
2. Did you turn off the light before you left home?
3. Can we really reduce the carbon footprint of our homes?
4. Are you aware of the dangers of plastic bags on the environment?
5. Have you seen the 'Young Voices for the Planet' films?

2 Listen and mark the rising intonation on the echo questions (↗). Then practise reading the exchanges.

1. A: 'Plant for the Planet' helped plant 12 billion trees worldwide.
   B: Twelve billion trees worldwide?
2. A: Even when turned off, electronic devices use energy.
   B: Yes, they can still use energy.
3. A: Cutting down on energy use is the best way to help reduce global warming.
   B: The best way to do what?
4. A: Global warming has catastrophic effects on humans.
   B: Global warming has what on humans?
5. A: A single tree can absorb about one ton of carbon dioxide during its lifetime.
   B: How long can a tree live?

Vocabulary

Complete the sentences with the words in the box.

carbon footprint	emissions
deforestation	absorb
energy use	catastrophic
extinction	diversity

1. I believe that the only way for us to reduce global warming is to cut down on ____________.
2. Many species are threatened with ____________ due to deforestation and loss of habitat.
3. Motor vehicles running on petrol are responsible for a large amount of carbon dioxide ____________.
4. There are many ways for us to reduce our ____________ in order to save our environment.
5. More trees should be planted as they ____________ carbon dioxide and give off oxygen.
6. The alarming rate of ____________ results in damage to the quality of the land.
7. Rainforests have the highest species ____________ on the earth.
8. Global warming has proved truly ____________ for the environment.

Grammar

1 Rewrite the sentences, using perfect participles.

1. After the students had learnt about the benefits of recycling and reusing, they started collecting waste paper, bottles, and cans to recycle and reuse.

   ____

   ____

2. Since Mai had refused Nam's offer of a lift in his car, she had to walk home.

   ____

   ____

3. After Ha had read some documents about Green Earth, she decided to join the organisation.

   ____

   ____

4. Since the farmers used too much chemical fertiliser on their farm, they now have to drink polluted water.

   ____

   ____

5. After she replaced all the light bulbs in her house with LED lights, she saved a lot of money on her electricity bills.

   ____

   ____

6. Since we have become too dependent on the use of electricity, we have to find alternative sources of energy before fossil fuels run out.

   ____

   ____

LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

Pronunciation

1 Help Ss to review the use of rising intonation on yes-no questions.

- Play the recording. Ask Ss to listen and repeat the questions paying attention to the rising intonation.

2 Help Ss to review the use of rising intonation on echo questions.

- Have Ss listen and mark the rising intonation on the echo questions individually. Then ask them to practise reading the exchanges in pairs. If necessary, explain that response 2 is a statement and response 5 is a wh-question, and usually pronounced with falling intonation.
- Invite some pairs to role-play the exchanges in front of the class.

Key

1. A: 'Plant for the Planet' helped plant 12 billion trees worldwide.
   B: Twelve billion trees worldwide? ↗
2. A: Even when turned off, electronic devices use energy.
   B: Yes, they can still use energy. ↘
3. A: Cutting down on energy use is the best way to help reduce global warming.
   B: The best way to do what? ↗
4. A: Global warming has catastrophic effects on humans.
   B: Global warming has what on humans? ↗
5. A: A single tree can absorb about one ton of carbon dioxide during its lifetime.
   B: How long can a tree live? ↘

Vocabulary

- The eight words and phrases in the box are the ones most commonly used in the unit. Have Ss write them in the gaps to complete the sentences.

Key		
	1. energy use	2. extinction
	3. emissions	4. carbon footprint
	5. absorb	6. deforestation
	7. diversity	8. catastrophic

- If time allows, ask Ss to make their own sentences with these words and phrases. Alternatively, ask them to do this at home.

Grammar

1 This activity aims to help Ss to review the use of perfect participles in sentences. Ask Ss to do the activity individually, then check as a class.

Key

1. Having learnt about the benefits of recycling and reusing, the students started collecting waste paper, bottles and cans to recycle and reuse.
2. Having refused Nam's offer of a lift in his car, Mai had to walk home.
3. Having read some documents about Green Earth, Ha decided to join the organisation.
4. Having used too much chemical fertiliser on their farm, the farmers now have to drink polluted water.
5. Having replaced all the light bulbs in the house with LED lights, she saved a lot of money on her electricity bills.
6. Having become too dependent on the use of electricity, we have to find alternative sources of energy before fossil fuel runs out.

2 **Combine the sentences, using perfect gerunds.**

1. Tonya had dumped a lot of rubbish on the beach. She was strongly criticised for that.

   ____

   ____

2. Sam had not worked hard enough in his previous job. He regretted it.

   ____

   ____

3. Tony had rescued the kids from the fire. People admired him for that.

   ____

   ____

4. I have seen him before. I remember that.

   ____

   ____

5. 'You've lied to us,' the villagers said. The politician denied it.

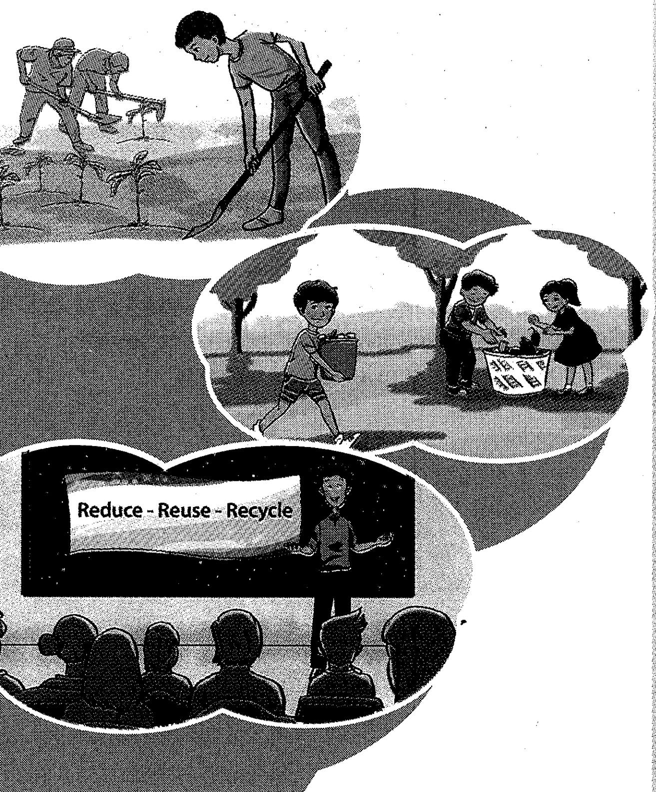
   ____

   ____

6. Thanh had forgotten to turn off the gas cooker before he left his house. He admitted that.

   ____

   ____



PROJECT

1 **Work in groups. Discuss which of the following activities your group can do to help to reduce the carbon footprint of your school and community.**

- Planting trees
- Starting a 3R campaign (3R = Reduce, Reuse, Recycle)
- Organising a community clean-up
- Raising money to protect wildlife
- Raising people's awareness about the dangers of global warming and how to reduce its effects
- Other activities

2 **Give your group's activity a campaign name and think about its purpose. Then make a detailed plan, using the table below.**

Tasks	Person in charge	Time / place	Possible difficulties	Effects on your school / community

3 **Present your group's detailed plan to the class.**

NOW YOU CAN

- ▶ Talk about solutions to global warming
- ▶ Identify and use rising intonation on yes-no questions and echo questions
- ▶ Use the perfect participle in sentences to talk about time and reasons, and the perfect gerund to refer to a past action
- ▶ Write about the causes and effects of global warming, and some possible solutions

2 This activity aims to help Ss to review the use of perfect gerunds in sentences.

- Ask Ss to do the activity individually, then check as a class.

Key

1. Tonya was strongly criticised for having dumped a lot of rubbish on the beach.
2. Sam regretted not having worked hard enough in his previous job.
3. People admired Tony for having rescued the kids from the fire.
4. I remember having seen him before.
5. The politician denied having lied to the villagers.
6. Thanh admitted having forgotten to turn off the gas cooker before leaving the house / before he left his house.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can identify and use rising intonation on yes-no questions and echo questions. I can use perfect participles and perfect gerunds in sentences.*

PROJECT

Lead-in: Inform the class of the lesson objectives: free practice in using the language and ideas from the unit in a realistic situation; team-work skills development.

1 Put Ss into groups. Have Ss in each group choose a leader who will assign tasks to the members and monitor the work, and a note-taker who will be responsible for taking notes of the ideas and consolidate them for later discussions. Tell Ss that they can choose from the given activities or think of an activity that is more relevant to the needs of their school or community.

2 Encourage Ss to make a detailed plan of their activity. Elicit what information they should put in the table. For example, for the activity of *planting trees*, ask Ss some guiding questions such as *where they will get the tree seedlings, where they can plant them, how many trees they plan to plant, when is the best time to plant trees, who will do what, what difficulties they may face, what effects planting trees will bring to their community, etc.*

- Allow one week for Ss to work on their plans. Have them write their plans on large-size sheets of paper so that they can put them up on the board or wall for the teacher and the rest of the class to give comments and feedback in the next class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can make a detailed plan of an environmental activity to help to reduce the carbon footprint of my school and community. I have learnt how to cooperate with other people when working in a group.*

Unit 7 FURTHER EDUCATION

GETTING STARTED

Further education

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to further education

Pronunciation

Intonation: wh-questions

Grammar

The present perfect and the present perfect continuous

SKILLS

- Reading for general ideas and specific information about higher education opportunities
- Expressing preferences for different further education pathways
- Listening for specific information about studying abroad
- Writing an email asking for information about higher education opportunities

COMMUNICATION AND CULTURE

- Higher education in Viet Nam
- Further education in Singapore



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to further education
- ask wh-questions with appropriate intonation
- understand and use the present perfect and the present perfect continuous
- read for general ideas and specific information about higher education opportunities
- discuss preferences for different further education pathways
- listen for specific information about studying abroad
- write an email asking for information about higher education opportunities

Notes

Basically, further education is for people after leaving school. It can be academic or vocational. Higher education is education and training at colleges and universities leading to different types of degrees.

GETTING STARTED

Further education

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary about further education, and the present perfect and the present perfect continuous. Introduce the topic by asking Ss some guiding questions such as *What are you going to do after graduating from secondary school? What types of education choices are available after secondary school? Would you like to start working or continue studying at a university? Do you want to take time off to travel after leaving secondary school?*

1 Listen and read.

Phong: Hey, you've been in front of your computer for so long! What are you looking for?

Kevin: Well, I've been searching for information about further education for several days and I've learnt a lot about it from different websites.

Phong: What is further education?

Kevin: It's basically education below degree level for people above school age. It can be academic or vocational.

Maria: Sounds interesting! How are they different?

Kevin: Academic courses help us develop analytical skills, critical thinking and knowledge for higher education at a university or college.

Phong: Will that lead to a bachelor's degree?

Kevin: Exactly. That's the undergraduate level. At the postgraduate level, you get a master's degree, or a doctoral degree. A doctoral degree, also called a doctorate or PhD, is the highest university degree.

Maria: I see. What about vocational courses?

Kevin: They provide us with practical skills, training and qualifications to succeed in a particular job.

Maria: OK. So, what are your plans for the future?

Kevin: I've been thinking about studying abroad lately. Besides improving my language skills, I can learn more about other cultures. It can be exciting.

Phong: And more expensive ...

Kevin: But we can apply for scholarships.

Maria: Well, I may need more time to decide on my major so I won't go straight to university after school.

Kevin: Good idea! Many students prefer to take a gap year between secondary school and college so they can do voluntary work or internships, and travel.

Maria: I couldn't agree more. I've travelled to quite a few countries since grade 9. Next year I plan to go to Thailand to work as a volunteer at a children's home. I hope the practical experience will make my CV look good.

Phong: Sounds great! I'd like to join you if I can. I've have never been to Thailand before.

2 Work in pairs. Complete each sentence with no more than three words.

1. Further education institutions offer ____________ courses to students.
2. Higher education can be divided into two levels: ____________.
3. When finishing an undergraduate course successfully, students can get ____________.
4. Students who need practical skills and want to prepare for a job or profession should take ____________.
5. Students who want to receive an amount of money to help them pay for their education can ____________.

3 Work in groups of three. Read the conversation again and answer the questions.

1. What can students do after leaving secondary school?
2. In what way do academic courses help students?
3. Why do some students prefer not to go to university immediately after leaving secondary school?
4. What are some advantages of taking a gap year?

4 Work in pairs. Discuss your plans after leaving secondary school.

Example:

I'd like to work in a business environment, so I will choose business administration as my major. After graduating from secondary school, I will take some Business English courses and I will also work on my presentation skills.

1 Ask Ss questions about the illustration: *Who are the people in the picture? What are they doing? What do you think they plan to do after leaving secondary school?*

- Tell Ss that they are going to listen to a conversation between three friends, Phong, Kevin and Maria.
- Let Ss predict what these friends will be talking about. Encourage and accept all the predictions from Ss.
- Play the recording. Ask Ss to listen and read the conversation at the same time.
- Tell Ss not to worry about the new language items as they will have a chance to come back to them later on.

2 Ask Ss to work in pairs. Focus their attention on the instructions and allow time for them to read the incomplete sentences. Check their comprehension.

- Ask Ss to guess the word(s) and complete the sentences. Then play the recording again for Ss to check answers.
- Alternatively, in weaker classes, play the recording all the way through for Ss to listen and complete the sentences. Play the recording again if necessary. Check answers as a class and provide feedback.

Key

1. academic or vocational
2. undergraduate and postgraduate
3. a bachelor's degree
4. vocational courses / a vocational course
5. apply for scholarships

3 Have Ss read the instructions carefully. Ask them to work first individually, and then in groups of three to role-play the conversation and work out the answers. They may refer back to the conversation to get the necessary information.

- Check Ss' answers and explain any points if necessary.

Key

1. They can pursue further education.
2. They can help students to develop analytical skills, critical thinking and knowledge for higher education at a university or college.
3. Because they want to take some time before deciding on their career and major.
4. Taking a gap year can allow students to do voluntary work or internships, and travel. This practical experience will make their CVs look good.

4 Have Ss work in pairs. Ask them to read and discuss the example first. Then give them a few minutes to think about their own plans and share them with their partners.

- Elicit some answers from Ss in front of the class. Have the rest of the class ask further questions and discuss any points.

Vocabulary

1 Complete the following simplified diagram of Viet Nam's education system with the appropriate words from the box.

Kindergarten	University
Lower secondary education	Primary education
Upper secondary education	College

(5)____________ and (6)____________

3 years (or more)

|

(4)____________

3 years

|

(3)____________

4 years

|

(2)____________

5 years

|

(1)____________

3 years

2 Complete the following sentences with words from the conversation in GETTING STARTED.

1. ________ courses should teach practical skills in addition to critical thinking.
2. When a student enters a college or university, he / she has to choose a main subject of study, which is called ________.
3. Specialised ________ courses such as design and cooking are very popular.
4. Students with bachelor's degrees can pursue ________ education to get master's or doctoral degrees.
5. Higher education students need to have ________ skills so that they can analyse a problem scientifically.

Pronunciation

Intonation on wh-questions

1 Listen and repeat the following questions from the conversation in GETTING STARTED. Pay attention to the intonation of yes-no and wh-questions.

1. What are you looking for?
2. What is further education?
3. How are they different?
4. Will that lead to a bachelor's degree?
5. What are your plans for the future?



DO YOU KNOW...?

Intonation helps speakers to express their intended meaning.

- Speakers use **rising intonation** at the end of yes-no questions to check whether the information is correct or not.

  Example:

  Are you going to pursue further education? ↗
- Speakers use **falling intonation** at the end of wh-questions to ask for information.

  Example:

  What are your plans for further education? ↘

2 Listen and repeat with the correct intonation. Then practise saying the sentences with a partner.

1. How much does it cost to study in Singapore?
2. What types of programmes does the university provide?
3. Where can I apply for scholarships to study overseas?
4. When should I send my application form?
5. How can I apply for a scholarship?

LANGUAGE

Vocabulary

1 Go through the words in the box and check Ss' understanding.

- Ask Ss to complete the diagram individually.
- Alternatively, in weaker classes, have Ss work on the diagram in pairs.
- Check the completed diagram as a class, making sure that all Ss have the right answers.

Key
1. Kindergarten
2. Primary education
3. Lower secondary education
4. Upper secondary education
5. College
6. University

2 This activity consolidates the use of key vocabulary from **GETTING STARTED**. Have Ss work individually. Ss may compare their answers with a partner.

- Monitor the activity and offer support, if necessary.
- Check answers as a class.

Key
1. Academic
2. major
3. vocational
4. postgraduate
5. analytical

Pronunciation

Intonation on wh-questions

1 Explain the use of rising and falling intonation by modelling the two types of questions.

- Play the recording for Ss to listen and follow in their books.
- Model the intonation (or play the recording again) for Ss to repeat chorally and individually.
- Help them to distinguish between rising and falling intonation by highlighting the rise and fall of the voice.
- Ask Ss to work in pairs, taking turns to say the questions.

Audio script
1. What are you looking for? ↘
2. What is further education? ↘
3. How are they different? ↘
4. Will that lead to a bachelor's degree? ↗
5. What are your plans for the future? ↘

2 Play the recording. Ask Ss to repeat each question without hesitating or pausing. Their voice should go down at the end of the wh-questions.

- Have Ss work in pairs, taking turns saying the questions. Invite some Ss to read the questions out loud in front of the class. Encourage other Ss to say if their intonation is appropriate or not.

Audio script
1. How much does it cost to study in Singapore? ↘
2. What types of programmes does the university provide? ↘
3. Where can I apply for scholarships to study overseas? ↘
4. When should I send my application form? ↘
5. How can I apply for a scholarship? ↘

Grammar

1 Read the conversation in GETTING STARTED again. Find the time expressions used with the verb forms below.

Verb forms	Time expressions
1. have been searching	______
2. have been thinking	______
3. have travelled	______
4. have ... been	______

2 Put the verb in each sentence in the present perfect continuous.

1. Why don't you take a break? You ______ (surf) the Internet all day.
2. When you travel to Thailand, you can stay at my uncle's flat. He ______ (live) in Bangkok since he got married.
3. Nam's brother graduated from college last month and ______ (look) for a job.
4. Kevin's friends ______ (study) in Australia for a year. Their course will end in June.
5. Professor Richards, who is Dean of the Foreign Languages Faculty, ______ (teach) in this university for more than ten years.

3 Choose the correct form of the verbs in brackets to complete the sentences.

1. I *(have read / have been reading)* three books on vocational training to complete this project.
2. I *(have read / have been reading)* a report on further education since last Monday. I will finish it this Sunday.
3. *(Have you applied / Have you been applying)* for the scholarship to study in Singapore?
4. I *(have waited / have been waiting)* for the university's reply about entry requirements for a whole week. I hope to receive it soon.
5. Prof. Wilson *(has given / has been giving)* the same seminar to students for the last 12 years.
6. I *(have never understood / have never been understanding)* why so many young people want to study abroad.

DO YOU KNOW...?

- We use the **present perfect continuous** with *have / has been + -ing* form of the verb for actions which started in the past and are still happening, or have only just finished.
  Examples:
  – *I have been searching for information about further education for several days.*
  – *The playground is wet. It has been raining.*
- The actions can be expressed by either the present perfect or the present perfect continuous with certain verbs: *hope, learn, lie, live, look, rain, sleep, sit, snow, stand, stay, study, teach, wait, work.*
- The difference between the two tenses is that the present perfect focuses on the result of the action or event. Meanwhile, the present perfect continuous focuses on the action or event which may or may not be finished.
  Examples:
  – *I have learnt a lot about it from different websites.* (the action is completed)
  – *I have been learning to drive.* (the action is not completed)
  – *I have read this book.* (the action is completed)
  – *I have been reading this book.* (the action is not completed)
- The present perfect continuous can also express an action which is not interrupted. If we mention the number of times an action has been repeated, we use the present perfect.
  Examples:
  – *I have been writing emails all afternoon.*
  – *I have written ten emails this afternoon.*



Grammar

1 Ask Ss to read the instructions and the verb forms, and check if they understand the task. Explain and give examples of time expressions, e.g. *since 2008, for three years*.

- Have Ss read the conversation in **GETTING STARTED** to find the verb forms. Then remind Ss to pay attention to the time expressions and complete the answers.
- Check answers as a class.

Key
1. for several days
2. lately
3. since grade 9
4. before

2 Ask Ss to read the instructions and explain the task, if necessary.

- Have Ss read the explanations in the *Do you know...?* box in pairs. Check if they understand them by asking questions such as *How do we form the present perfect continuous tense? When do we use the tense? What is the difference between the present perfect continuous and the present perfect tense?* etc. Give further explanations, if necessary. Have Ss read the examples and pay attention to the continuity of the action in each sentence.
- Ask Ss to work first individually, then with a partner. Check answers as a class.

Key
1. have been surfing
2. has been living
3. has been looking
4. have been studying
5. has been teaching

3 Tell Ss that the activity focuses on the distinction between the present perfect and the present perfect continuous.

- Have Ss work in pairs to work out the answers. Monitor the activity and offer help, if necessary.
- Check answers by asking individual Ss to take turns reading aloud their answers.
- Make the activity more competitive by giving points to the first pair to give the correct answers. Add extra points to Ss who can explain their choice of tense. The pair that gets the most points is the winner.

Key
1. have read
2. have been reading
3. Have you applied
4. have been waiting
5. has been giving
6. have never understood

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use appropriate words and phrases to talk about further education. I can say wh-questions with appropriate intonation. I can use the present perfect and the present perfect continuous.*

READING

Preparation for higher education

1 Look at the table of the British state-run education system. Can you make a similar table for the education system of Viet Nam?

Schools	Curriculum stage	School Year	Age	Examinations
Foundation school	Foundation stage	Nursery	3–4	Common entrance
		Reception	4–5	
Primary school	Key stage 1	Year 1	5–6	Common entrance
		Year 2	6–7	
	Key stage 2	Year 3	7–8	
		Year 4	8–9	Common entrance
		Year 5	9–10	
		Year 6	10–11	
Secondary school	Key stage 3	Year 7	11–12	Common entrance
		Year 8	12–13	
		Year 9	13–14	
	Key stage 4 / GCSE	Year 10	14–15	GCSE
		Year 11	15–16	
Sixth form college Vocational school / college	Sixth form / A-level Further education	Year 12	16–17	AS-level Vocational
		Year 13	17–18	A2-level / International Baccalaureate Vocational

2 Quickly read the text. Choose the best heading for it.

a. Comparing the A-level and IB Diploma Programme
b. Preparing for higher education in the United Kingdom
c. IELTS and further education in the United Kingdom

In the United Kingdom (UK), there are many opportunities for students who wish to continue their education after finishing secondary school. Not only British students, but also students from all over the world have been pursuing UK's higher education qualifications — bachelor's degrees, master's degrees and doctorates — as they are usually highly appreciated worldwide. In order to prepare for higher education at a university or college, students need to consider academic qualifications such as the A-level or International Baccalaureate (IB) Diploma Programme.

The A-level — the General Certificate of Education (GCE) Advanced Level — is a worldwide secondary school leaving qualification. It requires students to select three or four subjects like mathematics, chemistry, biology, geography, history, etc., which will help them to prepare for higher education. They have to study them over a period of two years and sit for AS and A2 examinations respectively at the end of each year.

An alternative to the A-level is the IB Diploma Programme, which provides qualifications in six or seven subjects, among which mathematics, native language and theory of knowledge (TOK) are mandatory. TOK is a two-year subject which aims to broaden students' understanding of the interactions among different school subjects. This programme is now available in more than 200 state and independent schools and colleges in the UK.

Students whose first language is not English need to take an English language test like IELTS (International English Language Testing System) before applying to any higher education courses. As there are two versions of the IELTS — Academic and General Training — students should ask the institution they are applying to which version is required.

3 Match each of the words with its meaning. Use a dictionary, if necessary.

1. pursue (v)	a required by rules and regulations
2. appreciate (v)	b increase knowledge or experience
3. respectively (adv)	c recognise the good qualities of something
4. mandatory (adj)	d follow something and try to achieve it
5. broaden (v)	e in the order mentioned

SKILLS

Reading

Preparation for higher education

Lead-in: Inform the class of the lesson objectives: reading for general ideas and specific information about higher education opportunities.

1 Have Ss read the table of the British state-run education system. Provide further information and explanations, if necessary.

- Ask Ss to work in pairs and draw a simple table or a diagram similar to the one in **VOCABULARY Section 1**.
- Correct answers as a class.

Vietnamese state-run education system

School	Age	Examination
Kindergarten	3–5	
Primary school	6–10	
Lower secondary school	11–14	
Upper secondary school	15–17	GCSE

Notes

An A-level consists of four (or six for natural sciences) modules studied over two years. Normally, two modules are assessed in the first year, and make up a stand-alone qualification called the "AS-level" (or Advanced Subsidiary level). Another two modules are assessed at the end of the second year, which make up the "A2".

http://en.wikipedia.org/wiki/GCE_Advanced_Level_(United_Kingdom)

2 Tell Ss that the activity focuses on reading for gist. Have them read the headings before the text.

- Explain to Ss that repeated and similar vocabulary can form a vocabulary chain in a paragraph, and consequently help to express the main idea of the paragraph. The main ideas of the paragraphs will contribute to the main idea of the whole text.
- Have Ss skim the text individually to choose the best heading. Then Ss can check their answers with a partner.
- Check answers as a class and write them on the board. Give feedback.

Key **b**

3 Ask Ss to work in pairs. Have them read the words and definitions in the columns, then discuss and work out the meaning of each of them (a-e). Provide help, if necessary. Ask Ss to find and read the sentences in the text containing these words, and provide the most frequent collocations, e.g., *pursue higher education qualifications, pursue a career, pursue a goal / aim / objective, pursue your interests,* etc. Check answers as a class.

Key

1. **d** 2. **c** 3. **e** 4. **a** 5. **b**

4 **Read the text again. Decide if the following statements are true (T), false (F), or not given (NG). Tick the correct box.**

	T	F	NG
1. In the UK, there are many opportunities for students to pursue vocational education.			
2. Only British students are allowed to pursue higher education in the UK.			
3. Mathematics and chemistry are compulsory subjects for the A-level qualification.			
4. After finishing their A-levels, students have to take part in the IB Diploma Programme.			
5. Students whose mother tongue is not English have to take an English language test.			

5 **Work in pairs. Discuss how you can prepare for higher education in the UK.**



SPEAKING

Types of further education

1 **Match the phrases with the descriptions to make sentences.**

1. An undergraduate student	**a.** goes to a foreign country to study for a period as part of a programme between two institutions.
2. Distance learning or education	**b.** allows students to manage their study schedule as long as they gain enough credits as required.
3. An exchange student	**c.** follows a course of study that leads to a bachelor's degree.
4. A credit-based course	**d.** is a network of servers on the Internet, used to store, manage and process data.
5. The cloud	**e.** allows students to work on their own at home or at the office, and access materials and communicate with tutors and other students over a computer network.

2 **Choose the correct phrases (a-f) to complete the conversation.**

a. I'd rather
b. the best choice for us
c. there are different choices for us
d. one more thing to consider
e. would you prefer
f. prefer online and distance courses

Kevin: Hi, everyone. Our discussion topic today is further education. Minh, would you like to start?

Minh: Well, I think entering university after graduating from secondary school will be (1)_______________. Higher education will provide us with more knowledge and critical thinking skills. Moreover, a bachelor's degree will help us to find a job more easily.

Kevin: How about you, Anna, which option (2)_______________? Vocational or academic courses?

4-T. ANH 11T2-SGV-B

4 Ask Ss to work first individually, and then in pairs to decide whether the statements are true (T), false (F), or not given (NG). Encourage Ss to provide reasons for their answers. They may refer back to the text to get the necessary information.

- Checks Ss' answers and explain any points if necessary. Have Ss correct the false statements.

Key 1. NG 2. F 3. F 4. F 5. T

5 Have Ss work in pairs. Ask them to brainstorm ideas about how to prepare for higher education in the UK. Provide Ss with some guiding questions such as *Do you know how the school year in the UK is organised? What are the common types of examinations in the UK? What are some of the best universities in the UK? How can you find the most appropriate course for you? What kind of skills do you need?*

- Elicit some answers and write the best ones on the board. Give feedback and discuss any points.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about the British education system and how to prepare for higher education in the UK. I can compare Viet Nam's and UK's education system.*

Speaking

Types of further education

Lead-in: Inform the class of the lesson objectives: expressing preferences for different further education pathways.

1 Ask Ss to work individually, read each phrase or word, and work out its meaning. Then they read each description and decide on the answers.

- Check answers as a class, making sure that all Ss have formed the correct sentences.

Key 1. **c** 2. **e** 3. **a** 4. **b** 5. **d**

2 Explain the context and ask Ss to read through the phrases expressing preferences in the box.

- Have Ss work in pairs to fill the gaps in the conversation.
- Check answers as a class and give feedback.
- Allow enough time for Ss to read the conversation individually.

Key
1. **b** 2. **e** 3. **a** 4. **f** 5. **d** 6. **c**

3 This activity focuses on reading for specific information.

- Ask Ss to read the questions first to work out the type of information they will look for in the conversation.
- Have Ss work in pairs or small groups to compare their answers.
- Check answers as a class.

Key
1. Because higher education will help students to gain more knowledge and critical thinking skills and a bachelor's degree will help them to find a job more easily.
2. Because students need some skills for getting a job before they can decide if they want to pursue an undergraduate degree or not.
3. They are campus-based, part-time, full-time, and online.
4. 'Cloud' learning allows students to work and study simultaneously.
5. They provide students with more flexible programmes and schedules.

4 Allow enough time for Ss to read the conversation before practising it in groups of four.

- Monitor the activity and select some groups to role-play the conversation in front of the class.

Anna: Well, (3)________________ take career-based courses. I think I need some skills for getting a job first. Then I can decide whether I want to pursue an undergraduate degree or not.

Mai: I totally agree with Anna. Now there are also part-time courses, which allow young people to pursue further education while working. We can study independently and pay our tuition fees.

Anna: That's right. I (4)________________. With the development of the Internet, we don't need to be campus-based students. We can work and study simultaneously.

Mai: Is that what we call 'cloud' learning?

Anna: Yes. It's a new term. Moreover, most of the courses are now credit-based, which brings more flexibility in the programme schedule.

Minh: (5)________________ is the availability of student exchange programmes. These are excellent opportunities for students to travel to earn credits, broaden their knowledge or experience new cultures.

Kevin: So, in summary, (6)________________ in further education — campus or cloud-based, full-time or part-time courses, and exchange programmes. We're so lucky!

3 Read the conversation again and answer the questions.

1. Why does Minh think that entering university after secondary school is the best choice?
2. Why does Anna prefer career-based courses?
3. What are the modes of attendance mentioned in the conversation?
4. What is one of the advantages of 'cloud' learning?
5. How can credit-based courses benefit students?

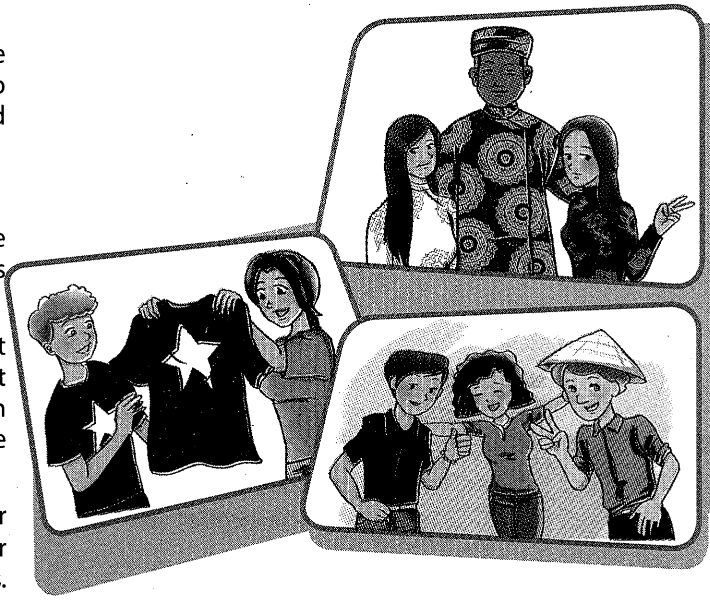
4 Work in groups of four. Practise the conversation.

5 Work in groups of four. Discuss your choices and preferences for further education. Use the expressions in the conversation.

LISTENING

International students in Viet Nam

1 Look at the pictures of these students. Where do you think they are? What are they doing?



2 Listen to an international student studying in Viet Nam. He is talking about his experience of pursuing higher education abroad. Take notes about each point below.

David's study-abroad experience	
1. Academic level	________________
2. Courses he takes	________________
3. Staff	________________
4. Programme coordinator	________________
5. Housing	________________
6. Food	________________

5 Ask Ss to think about their choices and reasons for their preferences for further education.

- Encourage them to share their ideas in groups.
- Have different groups work together so they can help each other with ideas and suggestions.
- Ask groups of Ss to have a discussion using the expressions and flow in the model in **2**. Then choose one or two groups to role-play their conversation in front of the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about different types of further education. I can express my preferences for different further education pathways.*

Listening

International students in Viet Nam

Lead-in: Inform the class of the lesson objectives: listening for specific information about studying abroad.

1 Focus Ss' attention on the activity. Have Ss look at the pictures and answer the questions. Write some key words (e.g., *academic level, courses, staff, programme coordinator,*) on the board, if necessary.

- Elicit Ss' answers: *They are in Viet Nam. They are learning about Vietnamese culture. They are getting to know their Vietnamese fellow students.*
- Ask Ss whether they know any international students studying in Viet Nam.
- Discuss briefly with Ss the problems that international students may experience.

2 This activity focuses on listening for specific information in a talk about an international student's experience of pursuing higher education abroad. Have Ss read the instructions and the table that they have to complete. Ensure that they understand the task and the details they need to focus on. If necessary, go through the six points and explain the meaning of the words and phrases.

- Ask Ss to take notes about each point while listening. Have them listen again to check their answers.
- Play the recording twice, pausing before the second listening.
- Have Ss compare their answers before checking answers as a class.

Audio script

Good morning everyone. My name is David. I come from Canada and I have been doing an undergraduate course in Viet Nam for two years. Today I'd like to share with you my study-abroad experience.

Well, my experience in Viet Nam has been great so far. My classes take place at the University of Social Sciences and Humanities in Ha Noi.

I'm taking courses in Vietnamese history and economic development. The faculty staff are very friendly and helpful, and the programme coordinator is very organised, knowledgeable and thorough. He is always available for any emergencies, making sure that I have everything I need.

I live with a host family and have my own room, which is comfortable and clean, and has Internet.

When I first arrived, I was completely over the moon with everything, but then I realised that I was experiencing a culture shock. Luckily, I had the support of my host family. Since I came, I've been included in all family gatherings and outings. I also took an intensive Vietnamese language course and at the end of the first year, I was able to freely communicate with my host family in Vietnamese. This also helped me integrate with the local culture.

Viet Nam is quite a safe country although the roads are a bit dangerous. I was really worried when I used a friend's motorbike to get around the city.

Things are not expensive here so I can easily live on a student's budget. I usually eat breakfast and dinner with my host family, and lunch with my Vietnamese fellow students. Vietnamese food is very healthy and delicious, and I have my favourite dishes. I'll miss my host mum's cooking very much when I go back home!

I think this programme of study has been worthwhile. I'll return home as a much stronger, confident and culturally sensitive person.

Suggested answers

1. Undergraduate
2. Vietnamese history and economic development
3. Very friendly and helpful
4. Very organised, knowledgeable and thorough, always available for emergencies
5. Lives with a host family, has his own room, comfortable and clean, has Internet
6. Eats breakfast and dinner with host family, and lunch with Vietnamese fellow students; food – healthy and delicious; has his favourite dishes

3 **Listen again and decide if the following statements are true (T), false (F), or not given (NG). Tick the correct boxes.**

	T	F	NG
1. David is a postgraduate student majoring in Vietnamese studies.			
2. His host family helped him overcome his culture shock.			
3. His host mum taught him how to cook Vietnamese food.			
4. He used his own motorbike to get around Ha Noi.			
5. He will have a better understanding of cultural differences and similarities when he goes back home.			

4 **Work in pairs. Discuss how you should prepare for studying abroad.**

WRITING

Studying in the United Kingdom

1 **Read Mai's email to her friend asking for information about higher education in the UK. Fill the gaps, using the phrases in the box.**

I am eligible to	I want to consult you about
I should send	I am writing to ask you for
I have to take	I am worried most

Dear Kevin,

(1) ________________ some information and advice on higher education in your country.

I am going to finish secondary school this summer and I have been thinking about pursuing higher education in the UK. Here are the points that (2) ________________.

First, what are the university entry requirements for international students in the UK? What (3) ________________ is my academic qualifications and transcript. As a school leaver, I will be awarded a certificate of secondary school graduation and given a transcript of marks for all subjects. Will that be enough? Do (4) ________________ any university entrance examinations?

In addition, what types of accommodation are available for international students? Some institutions provide accommodation in halls of residence or university houses but how can I find out if (5) ________________ apply for accommodation and when (6) ________________ my application? What is the rent for each type of accommodation? Is it monthly or weekly paid?

I wish you and your family the best. I look forward to hearing from you soon.

Regards,

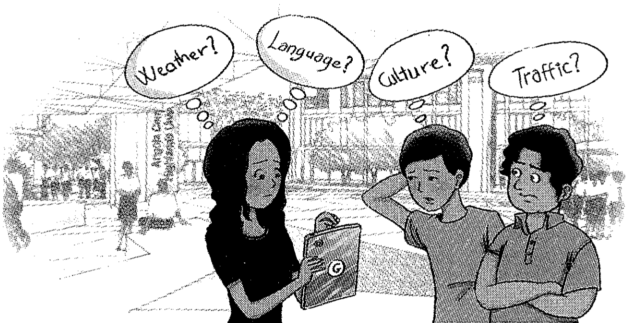
Mai

2 **Read the email in 1 again and complete the following outline.**

Salutation	(1) ________________
Opening sentence	(2) ________________
Body First question	(3) ________________
Second question	(4) ________________
Friendly ending	(5) ________________
Complimentary close	(6) ________________

3 **Choose two of the following points about studying abroad. Write an email of 160–180 words to a friend from another country asking for information and advice. Use the outline in 2.**

1. Work experience for career-based courses
2. Tuition fees at colleges and universities
3. Travelling in your host city and country
4. Experiencing culture shock when studying abroad
5. Working part-time
6. Opening a bank account
7. Surviving the cold and wet weather
8. Visas and other documents



3 Tell Ss that they are going to listen to the talk again and decide whether the statements are true (T), false (F), or not given (NG).

- Have Ss do the activity based on their notes in Activity **2**. Write their answers on the board so they can see if they are correct later.
- Play the recording for Ss to listen.
- Check Ss' answers. If many students have the same incorrect answers, play the recording again, pausing at the places where Ss might have got the incorrect answers and discuss the problems.

Key

1. F   2. T   3. NG   4. F   5. T

4 Have Ss read the instructions carefully. Ask them to work in pairs to brainstorm and discuss ideas.

- Ask some pairs to report their discussions to the class. Praise Ss for the most useful ideas, and good presentation skills.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about a study-abroad experience in Viet Nam. I have practised listening for specific information and taking notes.*

Writing

Studying in the United Kingdom

Lead-in: Inform Ss of the lesson objectives: writing an email to a friend to ask for information and advice.

1 Ask Ss to follow the instructions and complete the email. Then have them compare their answers in pairs. Check answers as a class.

Key

1. I am writing to ask for
2. I want to consult you about
3. I am worried most   4. I have to take
5. I am eligible to   6. I should send

2 This activity aims to help Ss to work out the outline of a well-structured text.

- Ask Ss to work in small groups, and give each group a large-size sheet of paper.
- Have Ss read the text and study the outline. Then ask them to discuss in groups and complete the outline on the sheet of paper.
- Encourage Ss to move around the classroom and read the outlines of other groups.
- Ask Ss from different groups to present their outlines to the rest of the class.

Key

1. Dear Kevin
2. I am writing to ask for some information and advice on higher education in your country.
3. What are the university entry requirements for international students in the UK?
4. What types of accommodation are available for international students?
5. I wish you and your family the best. I look forward to hearing from you soon.
6. Regards

3 Have Ss work in groups of three or four to go through the points. Ask them to discuss what information they want to ask for and what kind of advice they need. Then each student should choose two of the topics or formulate two new ones based on their group discussions.

- Have Ss write an outline of their emails individually, then swap with a partner and provide feedback.
- Have Ss write a draft email using their outline and incorporating their partner's feedback. Encourage them to use full sentences. Then ask Ss to read their drafts in their group so they can comment on content, grammar and vocabulary use. Walk around and provide help by correcting mistakes in grammar or word choice.
- Ask Ss to work independently and write their final drafts incorporating all the feedback from Ss and T.
- Invite some Ss to read their emails. Have the rest of the class ask questions or say what they like most about the piece of writing.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to write an email asking for information and advice about further education opportunities.*

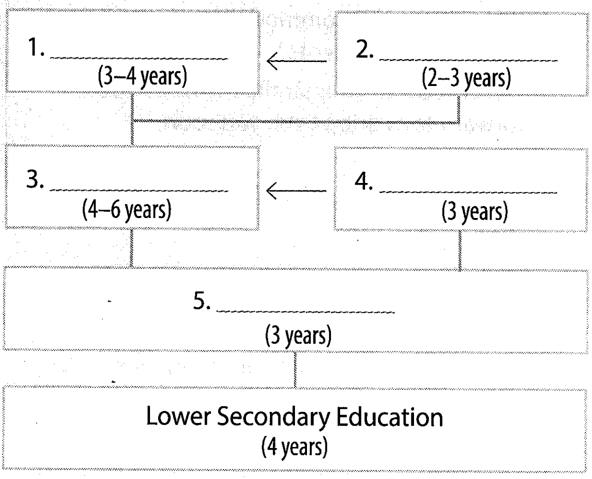
COMMUNICATION AND CULTURE

Communication

Higher education in Viet Nam

1 Work in groups of three. Label the diagram of Viet Nam's education system after primary school, using the words in the box.

a. Doctorate
b. College
c. University
d. Postgraduate Education
e. Upper Secondary Education



2 Listen to an overview on Viet Nam's higher education. Decide if the following statements are true (T) or false (F). Tick the correct boxes.

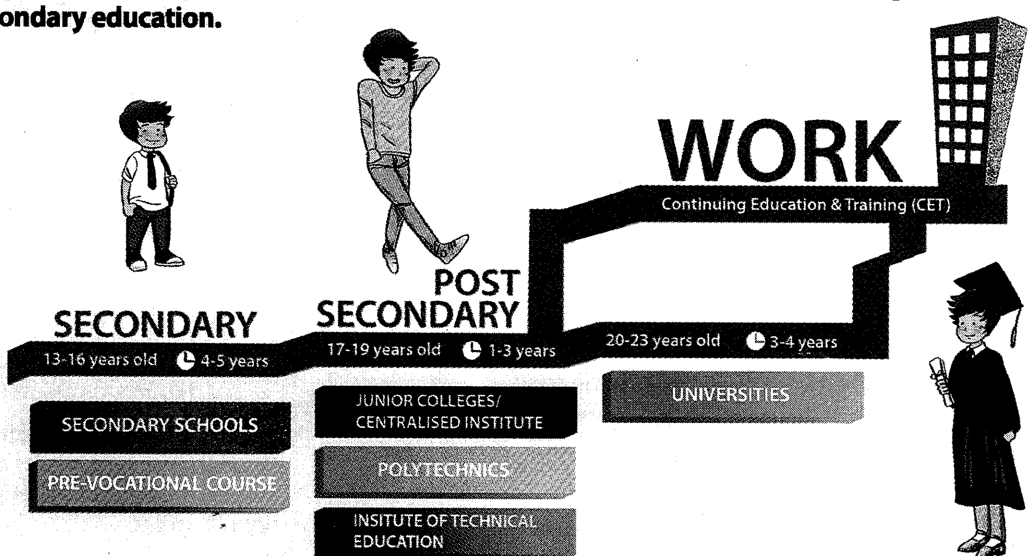
	T	F
1. Most Vietnamese families want their children to take vocational courses.		
2. Viet Nam has only developed its vocational education system recently.		
3. It often takes three years to graduate from a college.		
4. Students often have to pass three examinations before they can enter university.		
5. Students can only use their personal funds to pay for their studies abroad.		

3 Discuss in groups. Give your opinion about higher education and suggest what should be done to help students to pursue academic or professional degrees.

Culture

Further education in Singapore

1 Look at the Singapore's education journey. Work with a partner. Briefly describe the stages following secondary education.



COMMUNICATION AND CULTURE

Communication

Higher education in Viet Nam

Lead-in: Inform the class of the lesson objectives: further skills development.

1 Go through the words in the box and check Ss' understanding. Explain to Ss that this diagram is more detailed than the one in Vocabulary 1, especially for the higher education section.

- Ask Ss to work in groups of three and complete the diagram.
- Check the completed diagram as a class, making sure that all Ss have the right answers.

Key

1. **a** 2. **d** 3. **c** 4. **b** 5. **e**

2 This listening activity provides more details about Viet Nam's higher education. Tell Ss that they are going to listen to a talk and decide whether the statements are true (T) or false (F).

- Have Ss make guesses and encourage all possible answers and explanations. Write their guesses on the board so they can see if the guesses are correct later.
- Ask Ss to listen and do the activity individually.
- Play the recording again for Ss to listen and check their answers. For weaker Ss, play the audio several times pausing after sentences and checking Ss' comprehension.
- Check answers as a class. Have Ss correct the false sentences and write the correct ones on the board.

Key

1. F 2. F 3. T 4. F 5. F

Audio script

Education plays an important role in Vietnamese culture and society. Most parents in Viet Nam want their children to go to university or college, which will open doors to a brighter future.

In recent years, Viet Nam has focused on developing its education system, especially higher education and vocational schools.

According to the current education system, higher education is defined as learning beyond secondary level.

In order to be eligible for higher education, students must have certificates of secondary school graduation and may be required to take the entrance examination with various sets of subjects depending on different majors.

At colleges, programmes often last three years. After graduating, students receive associate's degrees and may continue their studies for one or two years to get bachelor's degrees. Universities often offer four-year programmes for bachelor's degrees. After completing these courses, students may pursue programmes for master's and doctoral degrees.

Overseas education has become increasingly popular as young people believe that they will have more opportunities for developing their talents and better employment prospects. Students usually finance their studies abroad through scholarships or personal savings.

3 Have Ss read the instruction carefully. Ask Ss to work in groups of three or four to brainstorm ideas on helping students to pursue academic or professional degrees. Ask some groups to present their opinions and suggestions.

Culture

Further education in Singapore

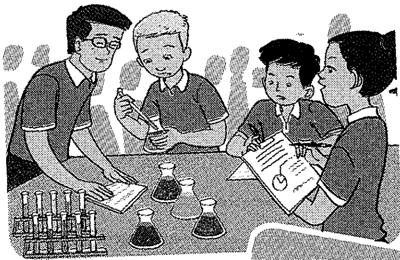
Lead-in: Ask Ss if they know anything about further education in Singapore.

1 Focus Ss' attention on the diagram and allow enough time for them to describe the stages following secondary education in Singapore's education system.

- Invite individual Ss to present their descriptions in front of the class.

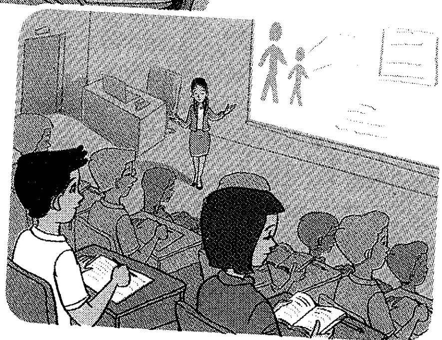
2 Read the text and answer the questions.

Singapore's secondary and further education











One of the main aims of the Singapore's education system is to help students to discover their talents and develop a passion for learning.

During secondary education, which lasts four to five years, students have opportunities to take various courses, build their strengths and develop their talents in both academic and non-academic areas. For example, after passing standardised examinations, students can enrol on courses in specialised independent schools such as NUS High School of Mathematics and Science, Singapore Sports School, School of the Arts, or School of Science and Technology. They can further their study and interests at junior colleges and polytechnics through direct admission. These are flexible ways that allow students to continue their education journey at a post-secondary institution.

After leaving secondary school, students can pursue either pre-university education or technical education. A pre-university course provides students with essential skills and knowledge for higher education. They can realise their potential through a wide range of subjects from academic areas such as Humanities, Arts, Languages, Mathematics, and Science. Alternatively, technical education, through collaboration with companies and other organisations, can equip students with professional, technical skills and working experience. They can select engineering, technical, business or service skills areas to prepare themselves for their work environment.

If they want to pursue higher education, students can do that at one of the four publicly-funded local universities with degree programmes. All of them have global partnerships with leading universities and educational institutions overseas to ensure the best quality and future for the graduates.

1. Name one of the important targets of Singapore's education.
2. What is the requirement for enrolling on special courses in secondary education?
3. How can secondary education prepare students for further education?
4. What are the choices for secondary school leavers?
5. How many local institutions provide higher education in Singapore?

2 Ask Ss to read the text and answer the questions individually. Allow enough time for Ss to read and underline the key words in the questions. Then ask them to read the text and underline the relevant information. Monitor the activity, and offer help with unfamiliar vocabulary if necessary. Encourage Ss to share their answers in pairs or groups.

- Check answers as a class.

Key

1. To help students to discover their talents and develop a passion for learning.
2. They have to pass standardised examinations.
3. It builds up students' strengths and develops their talents in both academic and non-academic areas.
4. They can select pre-university education or technical education.
5. There are four local universities with degree programmes for higher education.

LESSON OUTCOME

- Ask Ss; *What have you learnt today?*
  What can you do now?
- Elicit answers: *I have improved my speaking, listening and reading skills. Now I know more about Viet Nam's and Singapore's education system.*

LOOKING BACK

Pronunciation

1 Listen and repeat. Pay attention to the intonation.

1. Why did you decide to study abroad?
2. What is your major?
3. When are you going to apply for the scholarship?
4. How long will it take you to complete the exam preparation course?
5. Where are you going to work during your internship?

2 Listen and mark the rising (↗) or falling (↘) intonation for each question.

1. What qualifications have you got?
2. Have you chosen a university to continue your education?
3. Where are you going during your gap year?
4. Have you been searching for postgraduate scholarships?
5. How can we apply for an internship?

Vocabulary

Complete the sentences, using the correct form of the words in brackets.

1. Although Kevin did not have any ____________ qualifications, he had a lot of practical experience. (academy)
2. Having two majors can ____________ your employment potential. (broad)
3. Maria wants to take a gap year after her secondary school ____________. (graduate)
4. Most universities are now offering courses to help students to improve their ____________ skills. (analyse)
5. How long is your medical ____________ in this hospital? (intern)
6. A bachelor's degree and a master's degree in the UK usually require three and one year of study, ____________. (respective)



Grammar

1 Complete the sentences with the verbs in the box. Use the present perfect or the present perfect continuous.

travel	wait	attend	take	write

1. Since January, we ________ part in three discussions on higher education.
2. I'm sorry I'm so late! How long ________ you ________ for me?
3. How many academic courses ________ you ________?
4. I ________ my research paper since October and I am trying my best to finish and submit it to my professor next week.
5. Alice ________ in Viet Nam during her gap year and will return to the United States in December.

2 Rewrite the sentences, using the present perfect or the present perfect continuous.

1. The graduate students started arriving at four o'clock. They are still arriving.
   ____
2. The graduate students started arriving at four o'clock. They are all in the lecture hall.
   ____
3. She started her research project last month. She's still doing it.
   ____
4. They visited this college in 2009, 2012 and 2014. (three times)
   ____
5. I started learning how to play the piano eight months ago. I'm still learning it.
   ____
6. I started discussing my research proposal with my professor at the beginning of my course. We're still discussing it.
   ____

LOOKING BACK

Pronunciation

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary and grammar.

1 Review falling intonation on wh-questions. Play the recording and ask Ss to repeat each question.

- Have Ss work in pairs to take turns saying the questions with appropriate intonation.
- Invite some Ss to ask the questions out loud in front of the class. Encourage the rest of the class to provide brief answers and decide if the student has used appropriate intonation.

2 This activity provides additional practice of the pronunciation point. There are three wh-questions with falling intonation.

- Play the recording and ask Ss to identify the questions with rising intonation and those with falling intonation.
- Check answers as a class.
- Play the recording again for Ss to repeat.
- If time allows, have Ss practise asking and answering the questions in pairs. Walk around and praise Ss who try to use appropriate intonation.

Key

1. What qualifications have you got? ↘
2. Have you chosen a university to continue your education? ↗
3. Where are you going during your gap year? ↘
4. Have you been searching for postgraduate scholarships? ↗
5. How can we apply for an internship? ↘

Vocabulary

Explain that the activity aims to review the key vocabulary in the unit, and have Ss do it individually.

- Remind Ss to put each word into the correct form according to its position in the sentence and relationship to the surrounding words.
- Check answers as a class by asking individual Ss to read their sentences. Provide the correct answers.

Key

1. academic	2. broaden	3. graduation
4. analytical	5. internship	6. respectively

Grammar

1 Have Ss work in pairs. Ask them to take turns reading each sentence and providing the right verb forms.

- Check answers by asking individual Ss to take turns reading aloud their answers. Make the activity more competitive by giving points to the first pair to give the correct answer. The pair that gets the most points is the winner.

Key

1. have taken	2. have… been waiting
3. have… attended	4. have been writing
5. has been travelling	

2 The activity provides an opportunity for Ss to revise the difference between the present perfect and the present perfect continuous.

- Have Ss do this activity in pairs orally first. Check each answer as a class, inviting different pairs to say their sentence. Provide feedback and then make sure Ss write down the correct sentence before they move on to the next one.

Key

1. The graduate students have been arriving since four o'clock.
2. The graduate students have all arrived at the lecture hall.
3. She has been doing her research project since last month.
4. They have visited this college three times (before).
5. I have been learning to play the piano over the last eight months / for eight months.
6. I have been discussing my research proposal with my professor since the beginning of my course.

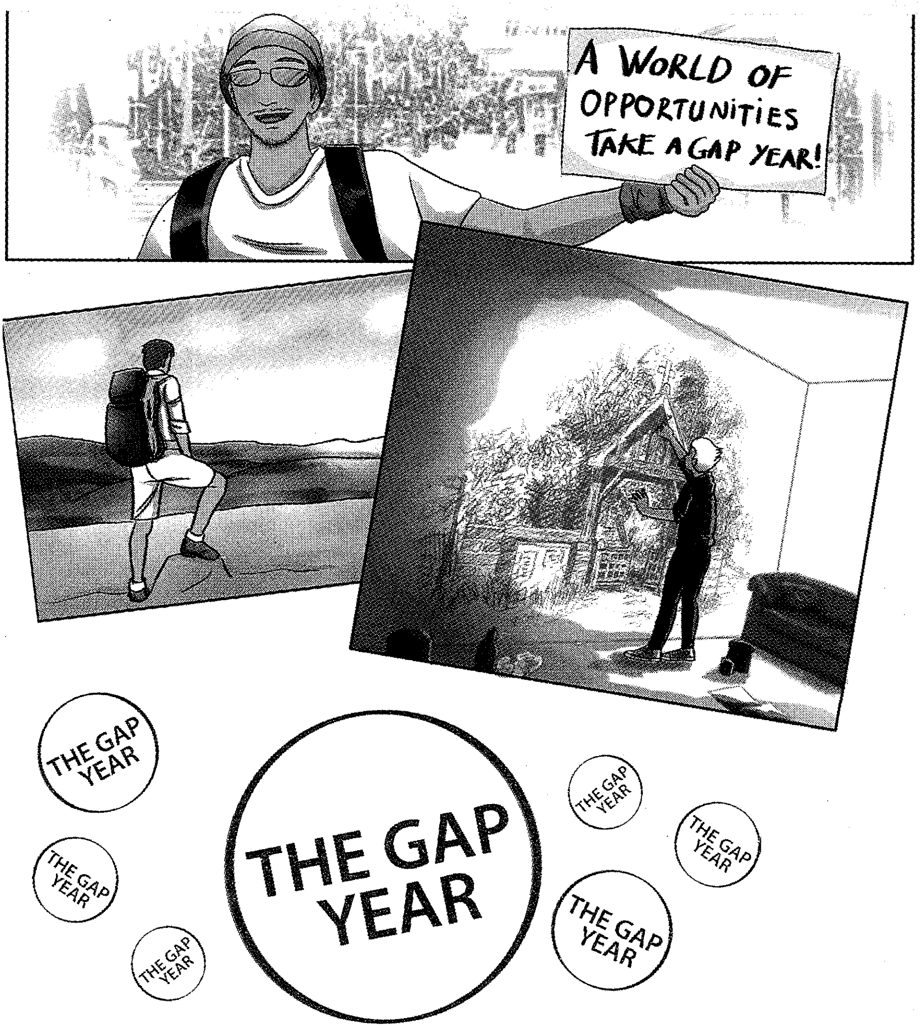
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can ask wh-questions with appropriate intonation. I can use a range of vocabulary to talk about further education. I can use the present perfect and the present perfect continuous.*

PROJECT

1 **Your English class is going to hold a discussion on the topic 'Should we take a gap year after secondary school graduation?' Work in groups to prepare your presentation. Discuss reasons for taking a gap year and reasons for immediately entering college or university.**

2 **Present your group's opinions to the class.**



NOW YOU CAN

- Use words and phrases related to further education
- Recognise and use intonation on wh-questions
- Use the present perfect and the present perfect continuous
- Discuss preferences for the different pathways in further education
- Write an email asking for information about higher education opportunities

PROJECT

Lead-in: Inform the class of the lesson objectives: further explore the topic in a collaborative way.

1 Introduce the project objectives: discuss the topic of taking a gap year after secondary school graduation and present the group's opinions to the class.

- Divide the class into groups. Have Ss discuss the reasons for taking a gap year and the reasons for immediately entering college or university. Provide help, if necessary.
- Have Ss swap groups so they can compare their ideas with other groups.

2 Allow enough time for Ss in each group to consolidate their ideas and individual opinions, and prepare their presentation. Make sure that each member of the group has a chance to contribute. Encourage Ss to assign parts of the presentation to different group members.

- Ask each group to give their presentation to the class.
- Encourage Ss from other groups to ask questions.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?
- Elicit answers: *I can express my opinion about the reasons for taking a gap year or immediately entering a college or university.*

Unit 8 OUR WORLD HERITAGE SITES

GETTING STARTED

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to the World Heritage Sites in Viet Nam

Pronunciation

Intonation: Choice questions

Grammar

Participle and *to*-infinitive clauses

SKILLS

- Reading for general ideas and specific information in an article about Ha Long Bay and its attractions
- Making suggestions about places to visit in the Complex of Hue Monuments
- Listening for specific information in a radio programme about Phong Nha - Ke Bang National Park
- Writing an essay about the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site

COMMUNICATION AND CULTURE

- Discussion about where to go on a field trip
- Taj Mahal, a World Heritage Site in India



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to the World Heritage Sites in Viet Nam
- recognise and use appropriate intonation on choice questions
- use participle and *to*-infinitive clauses
- read for general ideas and specific information about World Heritage Sites
- make suggestions about places to visit
- listen for specific information in a radio programme about a World Heritage Site
- write a description about a World Heritage Site in Viet Nam

GETTING STARTED

The Central Sector of the Imperial Citadel of Thang Long

Lead-in: Inform the class of the lesson objectives: getting to know the topic and some vocabulary related to World Heritage Sites of Viet Nam, recognising choice questions and the appropriate intonation for them, using participles and *to*-infinitives to replace relative clauses.

1 Listen and read.

Nam: Hi, Dan! Have you planned your city tour?

Dan: Not yet. What would you recommend?

Nam: Do you like to see the nightlife?

Dan: Not really. I just want to go sightseeing around the city.

Nam: How about visiting the Central Sector of the Imperial Citadel of Thang Long?

Dan: What's so special about it?

Nam: It's one of the eight UNESCO World Heritage Sites in Viet Nam.

Dan: How exciting! What exactly is it? Tell me more about it.

Nam: It's a cultural complex comprising royal palaces and monuments.

Dan: Is it still intact or in ruins?

Nam: Well, most of the citadel, first built during the Ly Dynasty in the 11th century and then expanded by subsequent dynasties, was demolished in the early 20th century.

Dan: What a pity! Which part of the citadel can we see now?

Nam: Well, the only structure to remain intact is the Flag Tower of Ha Noi built in 1812 during the Nguyen Dynasty. We can also see the stone dragons of Kinh Thien Palace and relics associated with many Vietnamese royal families, discovered during archaeological excavations.

Dan: Sounds great! When shall we go there?

Nam: Do you prefer a weekday or the weekend?

Dan: The weekend suits me better. Shall we go there this Sunday?

Nam: Sure. See you on Sunday morning then. I'll pick you up at 7.

Dan: Thank you, Nam. I'll wait for you.

Nam: You're welcome.

2 Read the conversation again. Are the following sentences true (T) or false (F)? Explain your choice.

	T	F
1. Dan wants to see the city nightlife.		
2. Nam suggests visiting the Central Sector of the Imperial Citadel of Thang Long.		
3. The Central Sector of the Imperial Citadel of Thang Long remains intact.		
4. Visitors can see the Flag Tower of Ha Noi and the stone dragons at Kinh Thien Palace.		
5. Dan and Nam will visit the Thang Long Imperial Citadel at the weekend.		

3 Match the words in the conversation with the appropriate definitions.

Words	Definitions
1. heritage (n)	a. an object, a tradition, etc. from the past that still exists today
2. complex (n)	b. the traditions, art, buildings, and cultural achievements of a country that have existed for a long time and have great importance for the country
3. intact (adj)	c. the activity of digging in the ground to uncover buildings or objects from the past
4. dynasty (n)	d. a group of connected things, especially buildings, designed for a particular purpose
5. relic (n)	e. complete, not damaged
6. excavation (n)	f. a series of rulers who are from the same family

4 Find the sentences in the conversation which have the same meaning as the following sentences.

1. It is a cultural complex that comprises royal palaces and monuments.

   ____

   ____

2. Most of the citadel which was built during the Ly Dynasty in the 11th century and then expanded by subsequent dynasties was demolished in the early 20th century.

   ____

   ____

3. The only structure that is still intact is the Flag Tower of Ha Noi.

   ____

   ____

5 Work in pairs. Ask and answer the following questions.

1. Have you ever visited the Central Sector of the Imperial Citadel of Thang Long?
2. If yes, tell your partner about your visit. If no, would you like to visit it? Why / Why not?

1 Tell Ss that they are going to listen to a conversation between two friends.

- Ask them to look at the photos and tell you if they can recognise these monuments (The North Gate: Cửa Bắc; and The Flag Tower of Ha Noi: Cột Cờ Hà Nội) (For futher information about the Central Sector of the Imperial Citadel of Thang Long, visit *whc.unesco.org* and *vietnamtourism.com*).
- Ask Ss to read the heading and guess what the two speakers will be talking about.
- Play the recording. Have Ss listen and read the conversation silently. Then ask Ss if their predictions were correct. Have Ss summarise the conversation.

Suggested answer

Dan is visiting Ha Noi and wants to see the city. His friend Nam suggests that they visit the Central Sector of the Imperial Citadel of Thang Long – one of the World Heritage Sites of Viet Nam.

2 This activity focuses on Ss' comprehension of the conversation.

- Ask Ss to read the conversation again and decide whether the sentences are true (T) or false (F).
- Let Ss compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. F (He wants to go sightseeing)
2. T
3. F (Most of the citadel was demolished in the early 20th century)
4. T
5. T

3 This activity helps Ss to work out the meaning of several words related to the topic of the unit.

- Ask Ss to look at the highlighted words in the conversation, paying attention to the context in which they are used, then match them with the appropriate definitions.
- Let Ss compare answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. **b**	2. **d**	3. **e**
4. **f**	5. **a**	6. **c**

4 This activity helps Ss to recognise the grammar point – participle and *to*-infinitive clauses, used to replace relative clauses, which will be taught in the next part of this unit.

- Ask Ss to find the sentences in the conversation with the same meaning as the sentences given.
- Have them write the sentences in the space provided.
- Check Ss' answers. Ask Ss to explain the differences between the sentence structures.

Key

1. It is a cultural complex comprising royal palaces and monuments.
2. Most of the citadel, first built during the Ly Dynasty in the 11th century and then expanded by subsequent dynasties, was demolished in the early 20th century.
3. The only structure to remain intact is the Flag Tower of Ha Noi.

5 This activity allows Ss to personalize the topic of the conversation. Ask Ss to say if they have visited the Central Sector of the Imperial Citadel of Thang Long or would like to visit the site.

- Have Ss ask and answer the questions in pairs.
- Invite Ss who have visited the site to tell the class about their trip there.
- Ask Ss who have not been there to tell the class why they would (or not) like to visit the site.

LANGUAGE

Vocabulary

1 Fill the blanks with the right form of the words from the box.

dynasty	excavation	complex
relic	intact	heritage

1. These historic buildings are an important part of Ha Noi's ______________ and should be preserved.
2. During the different ______________, the Thang Long Imperial Citadel was expanded.
3. The archaeological ______________ that led to the discovery of the ancient city lasted several years.
4. A lot of ancient houses in Hoi An remain ______________ even after several hundred years.
5. A lot of ______________ from ancient times are on display at the national heritage museum.
6. The old houses have been pulled down in order to build a modern residential ______________.

2 Use the correct form of the word in brackets to complete each sentence.

1. At the Central Sector of the Imperial Citadel of Thang Long, visitors can see the ______________ site at 18 Hoang Dieu Street and several famous monuments. (archaeology)
2. Ha Long Bay was recognised as a World Natural Heritage Site for its ______________ beauty and geological value in 1994 and 2000 respectively. (nature)
3. In December 1993, UNESCO recognised the Complex of Hue Monuments as a World ______________ Heritage Site – the first site in Viet Nam to be added to the World Heritage list. (culture)
4. The tour of the cave and grotto system is the main ______________ for tourists in Phong Nha - Ke Bang National Park. (attract)
5. What is special about Hoi An Ancient Town is that it is in a good state of ______________. (preserve)

Pronunciation

Choice questions

1 Listen to these exchanges and pay attention to the intonation pattern of the questions.

1. A: Is My Son Sanctuary a natural or cultural world heritage site?
   B: It's a cultural heritage site.
2. A: Shall we go to the Citadel of the Ho Dynasty or do you want to see another site?
   B: Let's go to the Citadel.
3. A: Which world heritage site would you like to visit? Ha Long Bay, Phong Nha - Ke Bang National Park, or Trang An Scenic Landscape Complex?
   B: I'd like to visit Ha Long Bay.
4. A: When is the best time to visit the Complex of Hue Monuments? In April or in June?
   B: In April.
5. A: Do you want to visit the ancient town or the modern complex?
   B: I want to see the ancient town.



DO YOU KNOW...?

- A choice question or an alternative question includes the conjunction *or* and gives a choice of two or more answers in the question. Each of the alternatives in the question is usually stressed.

  Examples:

  – *Would you like to visit Hue or Hoi An?*

  – *When is the best time to visit Ha Long Bay? In spring, summer, autumn, or winter?*

- In choice questions, the pitch of your voice rises on each choice and then falls on the final one. These questions are answered either by one of the options, or neither, but not with *Yes* or *No*.

  Example:

  A: Would you like to see a natural ↗ or cultural site ↘?

  B: I'd like to see a natural site.

2 Now listen to 1 again and practise saying these exchanges.

LANGUAGE

Vocabulary

1 This activity focuses on the use of the new vocabulary items from the conversation in different contexts.

- Have Ss go through the words given in the box and discuss with a partner their meanings.
- Ss fill the blanks with the right form of the word from the box. Have Ss complete the sentences individually, then compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. heritage	2. dynasties	3. excavations
4. intact	5. relics	6. complex

2 The aim of this activity is to help Ss to use the vocabulary items related to the unit topic in different contexts.

- Ask Ss to study the sentences given and work out the part of speech that needs to be filled in. Discuss the contextual clues that can help to figure out the answers.
- Have Ss complete the sentences individually, then compare answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. archaeological	2. natural
3. Cultural	4. attraction
5. preservation	

Pronunciation

Choice questions

1 This activity focuses on improving Ss' ability to recognise and use the intonation pattern for choice questions.

- Have Ss listen and notice the intonation pattern of the questions.
- Have them listen and repeat the exchanges with appropriate intonation.
- Ask them to study the *Do you know...?* box to learn some general rules of intonation patterns for choice questions.

Notes

The pronunciation section only deals with closed-choice questions. There are also open-choice questions for which the voice rises on each choice or on the whole phrases including all options. These questions can be answered with *Yes* or *No*.

Audio script

1. A: Is My Son Sanctuary a natural ↗ or cultural world heritage site ↘?
   B: It's a cultural heritage site.
2. A: Shall we go to the Citadel of the Ho Dynasty ↗ or do you want to see another site ↘?
   B: Let's go to the Citadel.
3. A: Which world heritage site would you like to visit? Ha Long Bay ↗, Phong Nha – Ke Bang National Park ↗, or Trang An Scenic Landscape Complex ↘?
   B: I'd like to visit Ha Long Bay.
4. A: When is the best time to visit the Complex of Hue Monuments? In April ↗ or in June ↘?
   B: In April.
5. A: Do you want to visit the ancient town ↗ or the modern complex ↘?
   B: I want to see the ancient town.

2 This activity provides further practice in pronouncing choice questions with appropriate intonation.

- Play the recording and ask Ss to read along with the recording, imitating the intonation patterns.
- Have them practise the exchanges in pairs, taking turns to ask and answer the questions.
- Ask some pairs to role-play the exchanges in front of the class, using appropriate intonation patterns.
- Praise Ss who can reproduce these exchanges with good pronunciation and appropriate intonation.

Grammar

Participle and *to*-infinitive clauses

1 Underline the correct word or phrase in each sentence.

1. Have you visited the pagodas (*to lie / lying / lain*) on Tran Phu Street in Hoi An?
2. Irresponsible tourists damaged the archaeological site and some of the relics (*to date / dating / to be dated*) back to the last ruling dynasty.
3. The ancient houses (*to destroy / destroying / destroyed*) by the fire are now under reconstruction.
4. Most tourists like buying clothes, lanterns, and other handicrafts (*to make / making / made*) by local craftsmen in Hoi An.
5. The only thing (*to see / seeing / sees*) at the Citadel of the Ho Dynasty is the stone walls.
6. The Complex of Hue Monuments was the first site in Viet Nam (*to be recognised / be recognising / recognises*) as a World Heritage Site by UNESCO.



DO YOU KNOW…?

- A relative clause can be replaced by a participle or a *to*-infinitive clause.

  Examples:

  – *Have you visited the pagodas* ***that are lying*** *on Tran Phu Street in Hoi An?*

  – *The only thing* ***that we can see at the Citadel of the Ho Dynasty*** *is the stone walls.*
- We can also use a past participle to replace a relative clause with a passive verb.

  Example:

  The ancient houses ***which were destroyed by the fire*** *are now under reconstruction.*
- Present participles can be used when the verb in the clause is in the continuous tense, or denotes a habitual action or a wish.

  Examples:

  – *Tourists* ***waiting at the information desk*** *could not get tickets. (who were waiting at the information desk)*

  – *Many students* ***attending this college*** *volunteer at the Heritage Museum. (who attend this college)*
- *To*-infinitive clauses can be used after: *the first, the second,* etc., *the next, the last, the only* and sometimes after superlatives, e.g. *the most famous, the oldest.*

  Example:

  Bao Dai was the last king of the Nguyen Dynasty **to rule the country**.

2 Rewrite the sentences replacing the relative clauses with participle or *to*-infinitive clauses.

Example:

We walked on the bridge which connects the two parts of the heritage site.

⇒ *We walked on the bridge connecting the two parts of the heritage site.*

1. Some of the relics that were found at the archaeological site of the Central Sector of the Imperial Citadel of Thang Long belong to the Ly Dynasty.

   ⇒ ……………………………………………………
2. The Japanese Bridge that was built in the early 1600s became a main tourist attraction in Hoi An.

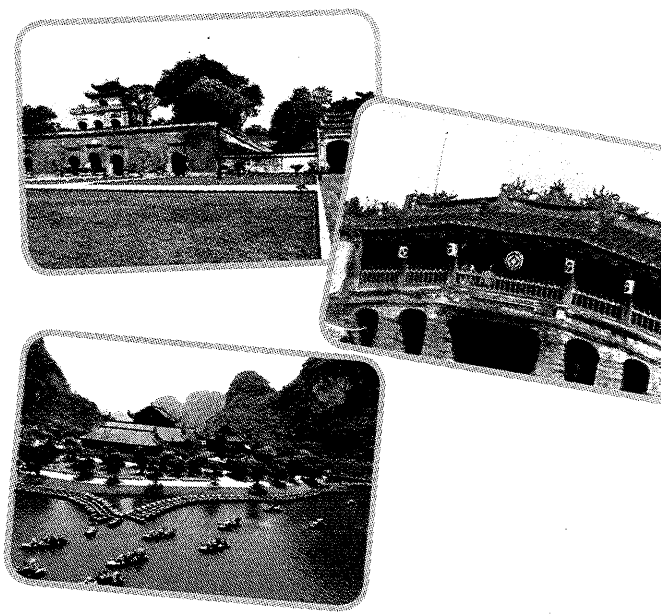
   ⇒ ……………………………………………………
3. Tourists should avoid purchasing unusual relics that were illegally removed from protected heritage sites.

   ⇒ ……………………………………………………
4. He was the last emperor who ruled both parts of the empire.

   ⇒ ……………………………………………………
5. We visited an ancient house that overlooks the Thu Bon River in Hoi An.

   ⇒ ……………………………………………………
6. Trang An Scenic Landscape Complex is the 8th World Heritage Site in Viet Nam that has been recognised by UNESCO.

   ⇒ ……………………………………………………



Grammar

Participle and *to*-infinitive clauses

1 This activity helps Ss to recognise the participles and *to*-infinitive clauses used to replace relative clauses.

- Have Ss work individually first.
- Encourage them to refer to the *Do you know ...?* box to get more information about the clauses. Ask Ss questions to check if they understand the general rules related to the form and usage of this grammar point.
- Ask Ss to compare answers in pairs.
- Check Ss' answers as a class.

Key

1. lying	2. dating	3. destroyed
4. made	5. to see	6. to be recognised

2 This activity helps Ss to practise writing sentences using participle or *to*-infinitive clauses.

- Ask Ss to study the example. Have them explain what changes have been made to the reduced clause (e.g. removing the relative pronoun *which* and changing the verb *connects* to its present participle form *connecting*).
- Have Ss rewrite the sentences individually, then compare with a partner in pairs or groups.
- Invite some Ss to write their sentences on the board.
- Check Ss' answers as as class.

Key

1. Some of the relics found at the archaeological site of the Central Sector of the Imperial Citadel of Thang Long belong to the Ly Dynasty.
2. The Japanese Bridge built in the early 1600s became a main tourist attraction in Hoi An.
3. Tourists should avoid purchasing unusual relics illegally removed from protected heritage sites.
4. He was the last emperor to rule both parts of the empire.
5. We visited an ancient house overlooking the Thu Bon River in Hoi An.
6. Trang An Scenic Landscape Complex is the 8th World Heritage Site in Viet Nam to be recognised by UNESCO.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?
- Elicit answers: *I have learnt some key vocabulary items related to the World Heritage Sites of Viet Nam. I can recognise and use appropriate intonation on choice questions, and use participles and* to-*infinitive clauses to replace relative clauses.*

READING

Ha Long Bay

1 You are going to read a text about Ha Long Bay. Tick the reasons why people visit Ha Long Bay. Add other possible reasons if you can.

a. Ha Long Bay has beautiful scenery.

b. The climate is perfect for tourist activities throughout the year.

c. The local people are hospitable and helpful.

d. It offers delicious seafood.

e. There are various activities to suit tourists' different tastes.

f. The accommodation and services are of reasonable price.

g. ____________________

h. ____________________

2 Read the text quickly. What is it about?

A. Geographical features of Ha Long Bay

B. Job opportunities in Ha Long City

C. How Ha Long Bay attracts tourists

Ha Long Bay, located in Quang Ninh Province, Viet Nam, was recognised as a World Heritage Site by UNESCO in 1994. Over the years, Ha Long Bay has attracted numerous visitors who come to enjoy its breathtaking views and experience other activities.

Ha Long Bay is well-known for its beautiful scenery. With its thousands of rocks and caves emerging out of the water, Ha Long Bay has won international recognition. As visitors explore this magnificent place, there are always new surprises for them.

Cruise tours are very popular in Ha Long Bay. There are different cruise itineraries so tourists can visit many different caves, and experience the local culture and life on the water. Thus, a tour may last from several hours to a day, or even a night on board, which gives the visitors a truly superb experience.

Ha Long Bay cuisine presents another attraction for tourists. It is famous for its fresh seafood, such as crabs, prawns, and sea clams. A trip to Ha Long Bay is not complete without tasting the authentic local food served in many restaurants in the area.

Tourists can also do and see a lot in Ha Long Bay at a reasonable price. They can save money thanks to the availability of low-cost hotels and cruise tours. For those with more abundant travel budgets, there are also many options. They can enjoy the comfort and elegance of five-star hotels and luxury cruise ships.

The experiences of each visitor to Ha Long Bay vary. Some may remember waking up to a beautiful sunrise among the rocks, islets, and caves. Others may never forget their cave dinner or the breathtaking view from a mountain top overlooking the bay. However, they will all be left with the unforgettable memories of their Ha Long Bay tour.



SKILLS

Reading

Ha Long Bay

1 The aim of this pre-reading activity is to activate Ss' prior knowledge of Ha Long Bay – a World Heritage Site of Viet Nam.

- Ask Ss to tick the reasons they think people are attracted to Ha Long Bay.
- Have them do the task individually, and then compare their choices in pairs or groups.
- Elicit answers from Ss, encouraging all possible reasons. Have Ss explain their choices.
- Pre-teach some of the unfamiliar vocabulary items in the text, but not the highlighted ones because Ss will be required to work out their meaning from the context the words are used in.

Key

Students' answers

2 This activity focuses on skimming skills (reading the text quickly to get an overall impression and look for the main idea).

- Go through the three headings. Ask Ss to read the text quickly to choose the heading that best summarises the main idea.
- Set a time limit for this activity since skimming is a speed-reading technique with the purpose of getting a general overview of the content.
- Have Ss work individually, and then compare their answers in pairs or small groups.
- Check Ss' answers as a class.

Key C

3 The aim of this activity is to help Ss to find the words from the text, using the meanings provided.

- Ask Ss to look at the meanings provided then read the text again to locate the words.
- Have Ss write the correct words next to the definitions given.
- Ask them to compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. islets 2. breathtaking
3. cuisine 4. magnificent 5. abundant

4 This activity helps Ss to practise reading for details and specific information.

- Ask Ss to look at the questions quickly and underline key words which can help them to locate the specific information in the text.
- Let them read the text individually to find the information, then compare their answers in pairs or groups. Encourage Ss to explain exactly which information from the text helped them to answer the questions.
- Check Ss' answers as a class.

3 **Find the words in the text that have the following meanings. Write the words in the space provided.**

1. very small islands	____________
2. very exciting or impressive	____________
3. a style or method of cooking, especially that of a particular country or region	____________
4. extremely beautiful or impressive	____________
5. having more than enough	____________

4 **Read the text carefully. Answer the following questions.**

1. When was Ha Long Bay recognised as a World Heritage Site?
2. What can visitors do on a Ha Long Bay cruise tour?
3. What type of food is Ha Long Bay famous for?
4. Is it possible for people to visit Ha Long Bay on a low budget? Why / Why not?
5. What is available for people on a high budget?
6. What are some of the unforgettable experiences mentioned?

5 **Discuss with a partner.**

Would you like to spend your holiday in Ha Long Bay? Why / Why not?

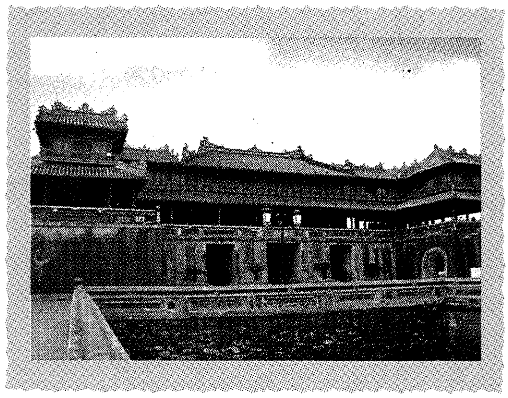


SPEAKING

Let's visit Hue

1 **Read the information about some attractions in Hue. Work in pairs. Choose one place in Hue you would like to visit. Tell your partner about it.**

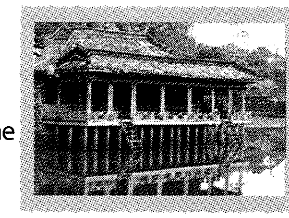
Hue Imperial Citadel
- the main place to see in Hue
- a knowledgeable guide available to help you to learn about the citadel, its history and traditions



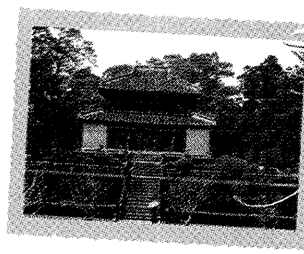
Royal Tombs

Visit the royal tombs to find out about the lives of the royal families

Tomb of Tu Duc
- built 13 years before the emperor's death
- set in the poetic scenery of a pine forest and a magnificent lake
- a strong impression on many tourists



Tomb of Minh Mang
- one of the most interesting royal tombs to visit in Hue
- situated on Cam Ke Hill, about 12 km from the city centre, on the west bank of the Huong River (the Perfume River)



Tomb of Khai Dinh
- a mix of eastern and western architecture
- beautiful mosaic patterns inside
- amazing decorations on the walls



Key

1. In 1994.
2. They can visit different caves, and experience the local culture and life on the water.
3. It's famous for its fresh seafood, such as crabs, prawns, and sea clams.
4. Yes. Because Ha Long Bay offers lots of things at a reasonable price.
5. These people can enjoy the comfort and elegance of five-star hotels and luxury cruise ships.
6. Some may wake up to a beautiful sunrise among the rocks, islets and caves; others may enjoy the cave dinner or the breathtaking view from a mountain top overlooking the bay.

5 This follow-up activity enables Ss to personalise the topic.

- Ask Ss to discuss the question in pairs and give reasons for their answers.
- Invite several pairs to summarise their discussions and present their decisions to the rest of the class. Encourage other Ss to ask follow-up questions.

Key Students' answers

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt to skim a text for its main idea. I can also find specific details when reading a text about Ha Long Bay – a World Heritage Site of Viet Nam. I can guess the meaning of new words from the context.*

Speaking

Let's visit Hue

1 The aim of this activity is to provide Ss with background information about different attractions in Hue and have them think about which one they would like to visit and why.

- Ask Ss to read the information about some attractions in Hue. Have each student choose one place that he / she wants to recommend. (For further information about Hue, please visit *whc.unesco.org* and *vietnamtourism.com)*
- Ask Ss comprehension questions to make sure they understand the texts, e.g. *Which is the main place to see? Who can help you to learn about the citadel?* Explain any unfamiliar vocabulary, if necessary.
- Have Ss study the example given for reference.
- Ask Ss to work in pairs. Have them take turns telling each other about the place they recommend visiting in Hue.

2 The aim of this activity is to help Ss to practise communication skills, such as making suggestions and presenting supporting arguments, in groups.

- To prepare for the task, ask Ss to study the useful phrases and the example given. This will help them to revise the expressions for making suggestions and understand what they are expected to do.
- Ask them to form groups of three, and set a time limit for them to prepare and practise their discussions.
- Invite several groups (or all groups if time allows) to role-play their discussions in front of the class. Encourage the other Ss to give comments and ask follow-up questions.
- Give feedback on Ss' role-play.

3 This activity provides free practice and helps Ss to further develop communication skills and fluency through a group presentation on a cultural or natural place to visit and the things to do and see there.

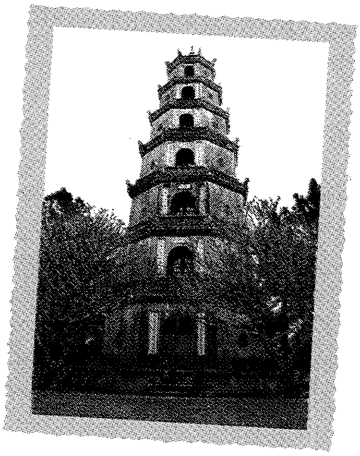
- Ask Ss to work in groups and decide on a place where all the members want to go.
- Set a time limit for the group's preparation and practice.
- Invite some groups to present their ideas to the rest of the class.
- Encourage Ss to give feedback on things such as interesting content, original ideas, fluency of speech and good presentation skills.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can make suggestions and talk about cultural and natural sites I want to visit.*

Thien Mu Pagoda

- a pretty and well-preserved pagoda
- probably Hue's most recognisable landmark
- a bell tower and a seven-tiered monument in front of the pagoda



Quoc Hoc High School

- one of the oldest high schools in Viet Nam with its beautiful ancient buildings
- one of the most prestigious high schools in the country
- the high school where President Ho Chi Minh and many scholars studied
- the feeling of old-time Viet Nam when walking around the school



Example:

I'd like to suggest visiting Quoc Hoc High School. It is one of the oldest high schools in Viet Nam and is famous for its beautiful ancient buildings. It is also a very prestigious high school and President Ho Chi Minh and many scholars studied there. Walking around the school can give you the feeling of old-time Viet Nam.

2 Work in groups. Imagine that you have one day to explore Hue. Which attractions would you visit? Discuss and decide on two places you all want to see. Use the phrases below.



Useful language for making suggestions

I suggest + V-*ing*
I'd like to suggest + V-*ing*
Why don't we + V (infinitive without *to*)?
Let's + V (infinitive without *to*)
What about + V-*ing*?
How about + V-*ing*?
... would be useful as it's / because it's / since it's ...
What do you think about + V-*ing*?
Wouldn't it be better to + V (infinitive)?

Example:

Student A: *Well, there are a lot of things to see in Hue, but we'll only have a day there. Which attractions do you think we should visit?*

Student B: *Why don't we visit the royal tombs? It would be useful because we can get more information for our History assignment.*

Student C: *Well, I'm not really interested in the royal tombs, and I've already finished my History assignment. Why don't we see the Imperial Citadel first? Then we'll have more time for the second attraction.*

Student A: *That's a good idea! Then we'll still have a couple of hours left. What do you think about visiting Quoc Hoc High School?*

Student B: *Sounds interesting! I really want to see one of the most beautiful school buildings in Viet Nam. I also agree with your first suggestion. Let's see the Citadel first.*

Student C: *Great! Hope we can have a nice time in Hue.*

3 Work in groups. Choose a cultural or natural site you think your class would like to explore. What can you see and do there? Present your group's ideas to the class.

Listening

Phong Nha – Ke Bang National Park

1 The aim of this activity is to activate Ss' background knowledge of the topic and prepare them for the listening stage.

- Ask Ss to tell you what they know about this World Heritage Site.
- Encourage Ss who don't know anything about the site to make some predictions, using the words and phrases in the box.

Key Students' answers

Suggested answers

This place is famous for its numerous caves. / The caves are Phong Nha – Ke Bang's main attraction. / Tourists can explore various caves in Phong Nha – Ke Bang.

It has forests with diverse flora and fauna.

There are a lot of underground rivers in the caves.

Mountain climbing is a popular activity for visitors to Phong Nha – Ke Bang.

Phong Nha – Ke Bang can be compared to a huge geological museum.

2 The aim of this activity is to pre-teach new vocabulary items which will help Ss to understand the listening text.

- Ask Ss to look at the pictures and match the words with the pictures.
- Have Ss compare answers in pairs or groups.
- Check Ss' answers as a class.

Note

A grotto is a small picturesque cave.

Key

1. **c** 2. **e** 3. **a** 4. **b** 5. **f** 6. **d**

3 The aim of the first listening activity is to practise listening for specific information and help Ss to understand the reason why Phong Nha – Ke Bang was recognised as a World Heritage Site.

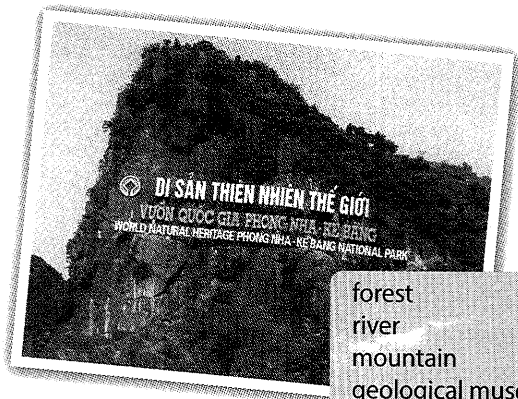
- Ask Ss to look at the three options and make their own predictions for the reason why Phong Nha – Ke Bang was recognised as a World Heritage Site. Encourage Ss to make all kinds of predictions.
- Have Ss listen to the recording and choose one of the three options given.
- Have them compare their answers in pairs or groups.
- Check Ss' answers as a class.
- Let them listen again and pause the recording after the sentences mentioning the word *geological*.

Key C

LISTENING

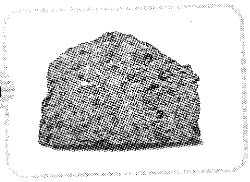
Phong Nha - Ke Bang National Park

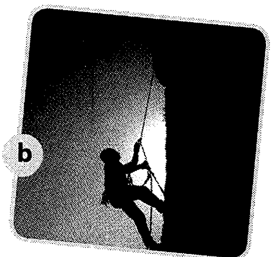
1 **You are going to listen to a radio programme about Phong Nha - Ke Bang National Park, one of the world heritage sites in Viet Nam. What do you know about this place? Use the words and phrases in the box to describe it.**



forest
river
mountain
geological museum

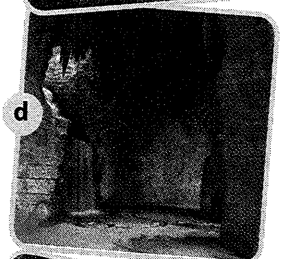
2 **Match the words with the correct pictures.**

a


b


1. cave
2. stream
3. limestone
4. mountain climbing
5. underground river
6. grotto

c


d


f


e


3 **Listen to a nature radio programme and choose the correct answer.**

Why was Phong Nha - Ke Bang recognised as a World Heritage Site?

A. It has existed over tens of millions of years.

B. It has distinctive flora and fauna.

C. It is a significant geological site.

4 **Listen again and complete the sentences with no more than three words.**

1. Phong Nha - Ke Bang National Park is about ________________ of Ha Noi.
2. Phong Nha - Ke Bang can be compared to a huge ________________ because of its complex geological structure.
3. A lot of valuable information about the Earth's geological development can be obtained from its ________________.
4. In spite of the region's high average rainfall, few ________________ can be seen here.
5. With a height of 200 m, a width of 200 m and a length of at least 8.5 km, Son Doong Cave is considered to be the largest one ________________.
6. In addition to exploring the caves and grottos, and seeing its flora and fauna, visitors can also enjoy ________________ in the steep mountains.

5 **Work in groups. Discuss the following questions.**

1. What will you do in Phong Nha - Ke Bang National Park if you have a chance to visit it?
2. Tell the class about your group's plan.

4 The aim of this activity is to practise listening for specific information.

- Ask Ss to read the sentences and predict the part of speech and the type of information needed in each gap.
- Give Ss sufficient time to listen to the recording so they can extract the information needed and hear the words they have to write down.
- Have Ss compare answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. 500 km south	2. geological museum
3. mountains	4. rivers and streams
5. in the world	6. mountain climbing

Audio script

Welcome to Radio 3 Nature Programme. Today, I'll talk about Phong Nha – Ke Bang National Park, one of the eight world heritage sites in Viet Nam. It is located in the centre of Quang Binh Province, about 500 km south of Ha Noi, the capital of Viet Nam. Thanks to its complex geological structure with different kinds of stone, Phong Nha – Ke Bang can be compared to a huge geological museum. Phong Nha – Ke Bang mountains can provide a lot of valuable information about the Earth's geological development through various periods. One geological characteristic to notice here is the system of underground rivers, grottos and caves in the limestone mountains.

The park is in an area with a high average rainfall; however, few rivers and streams can be seen here because the water is absorbed inside the limestone mountains. As a result, tens of millions of years, water has been eroding the rocks, creating numerous grottos and caves. Phong Nha – Ke Bang is famous for its caves such as Phong Nha, Tien Son and Thien Duong Caves. Son Doong Cave is considered to be the largest one in the world with 200 metres in height, 200 metres in width, and at least 8.5 kilometres in length.

Because of its geological value, Phong Nha – Ke Bang was recognised as a World Heritage Site by UNESCO in July 2003.

I strongly recommend that you find time to visit Phong Nha – Ke Bang National Park. It'd be worthwhile exploring its caves and grottos, and seeing the diversity of its flora and fauna. If you enjoy mountain climbing, there are some steep mountains over 1,000 metres high, which can be a real challenge for adventurous climbers.

Thank you for joining me today! And don't forget to tune in tomorrow at the same time.

5 The aim of this follow-up activity is to provide opportunities for Ss to personalise the topic and to further engage them in freer communicative practice.

- Have Ss work in groups and discuss the questions.
- Ask some groups to report their plans to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand a listening passage about a world heritage site in Viet Nam. I can listen for and understand specific details to answer comprehension questions.*

Writing

Trang An Scenic Landscape Complex

1 The aim of this activity is to activate Ss' background knowledge of the writing topic of the unit in a pair / group discussion.

- Ask Ss to work in pairs or groups to discuss the questions.
- If Ss have not been to the site, encourage them to predict what visitors can do and see there.

2 The aim of this activity is to help Ss to complete an outline of an essay explaining the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site.

- Ask them to read the outline and work out where on the outline each of the points should be added.
- Have Ss discuss in pairs or groups, and put the points under the right subheadings.
- Check Ss' answers as a class.

Key

Cultural value (in any order) (**c**, **d**)

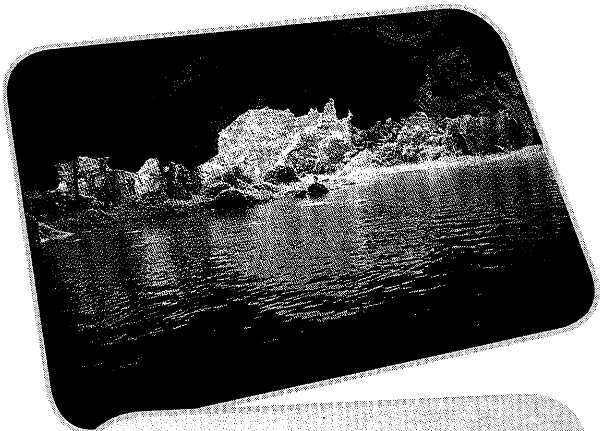
Natural beauty (**a**) (**b** is also accepted here)

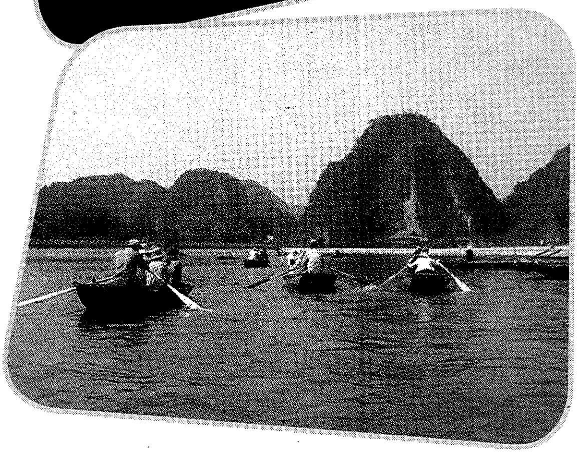
Geological value (**b**)

Preservation of heritage (**e**)

WRITING

Trang An Scenic Landscape Complex





1 Ask and answer the questions below.

1. What do you know about Trang An Scenic Landscape Complex?
2. Have you been there? If so, what did you see there? If not, what do you think visitors can see there?

2 Complete an outline of an essay explaining the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site.

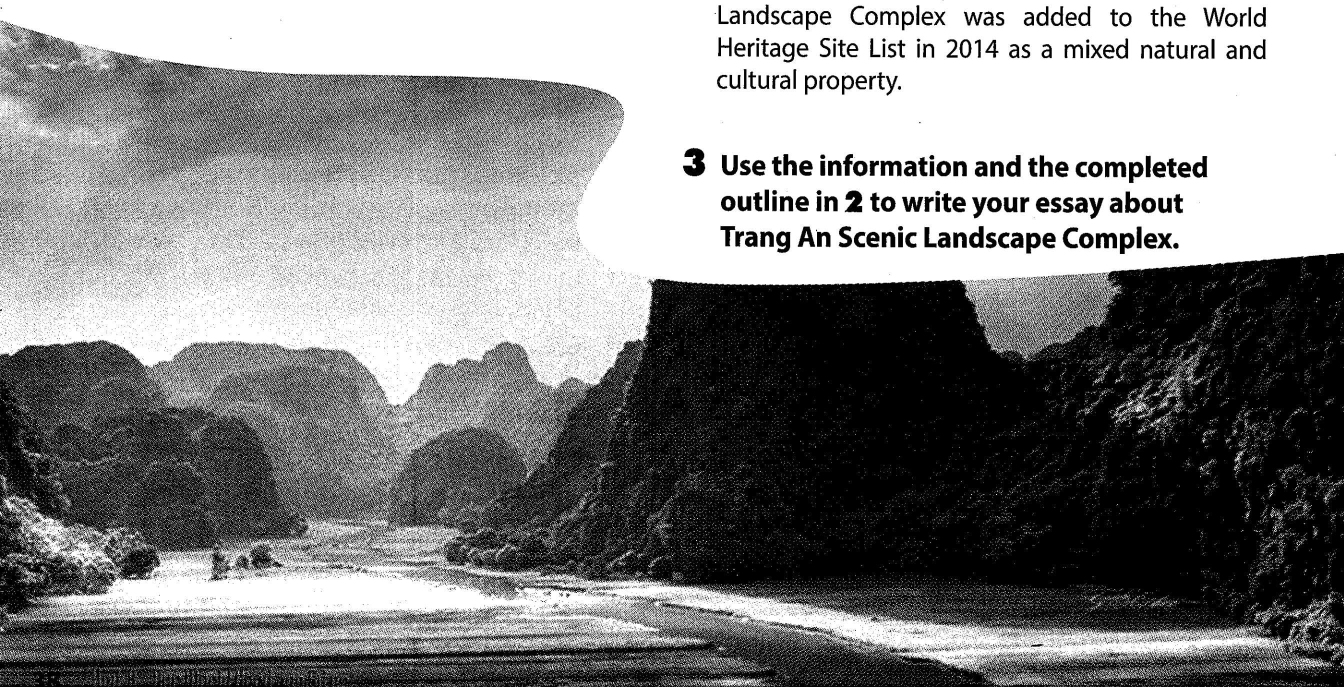
a. Trang An - Tam Coc - Bich Dong natural scenic landscape and ecological site
b. A magnificent landscape of limestone mountain tops surrounded by valleys and steep rocks
c. Home to many temples, pagodas, and places of worship
d. Archaeological discoveries of human activity dating back almost 30,000 years
e. Home to more than 800 species of flora and fauna

Trang An Scenic Landscape Complex, recognised as a World Heritage Site, is famous for its cultural value, natural beauty, geological value, and preservation of heritage.

- Cultural value
  ____
- Natural beauty
  ____
- Geological value
  ____
- Preservation of heritage
  ____

Having met UNESCO criteria for outstanding universal value to humanity, Trang An Scenic Landscape Complex was added to the World Heritage Site List in 2014 as a mixed natural and cultural property.

3 Use the information and the completed outline in 2 to write your essay about Trang An Scenic Landscape Complex.



3 This activity focuses on developing Ss' writing skills.

- Set a time limit for them to write the first draft of their essays.
- Have Ss exchange their drafts in pairs or groups for peer review. Encourage them to comment on the content and structure, on clarity of expression, grammar and spelling. Add any additional feedback, if necessary.
- Have Ss revise their drafts based on their partners' comments and your feedback. (This can be done at home.)
- Collect Ss' essays for checking or marking.

Key Students' writing

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?
- Elicit answers: *I can write an essay about the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site.*

Sample essay

Trang An Scenic Landscape Complex, recognised as a World Heritage Site, is famous for its cultural value, natural beauty, geological value, and preservation of heritage.

The most outstanding feature of this site is its cultural value. Archaeologists have discovered signs of human activity dating back almost 30,000 years. With such a long-lasting history, Trang An Scenic Landscape Complex is home to many temples, pagodas, and places of worship.

The natural beauty of the place with its geological value is another outstanding feature. Trang An – Tam Coc – Bich Dong not only has a natural scenic landscape but also is an ecological site. Moreover, the area is famous for its magnificent landscape of limestone mountain tops surrounded by valleys and steep rocks.

As a place of cultural and natural value, Trang An Heritage is well-preserved and protected. Visitors are amazed to discover that the site is home to more than 800 species of flora and fauna.

Having met UNESCO criteria for outstanding universal value to humanity, Trang An Scenic Landscape Complex was added to the World Heritage Site List in 2014 as a mixed natural and cultural property.

COMMUNICATION AND CULTURE

Communication

A field trip to a heritage site

1 The aim of this activity is to provide further communication practice by engaging Ss in a discussion about a heritage site to visit and improving their reasoning and persuasion skills.

- Activate Ss' knowledge about the five World Heritage Sites mentioned earlier in this unit. You can do that either by asking them questions about the sites or by having Ss recall what they have learnt about them in pairs or groups.
- Ask Ss to study the three other World Heritage Sites in Viet Nam. Provide additional information about these sites, if necessary.

Notes

Hoi An Ancient Town

- 30 km south of Da Nang, on the banks of the Thu Bon River, a very popular tourist destination in Viet Nam (Thu Bon River is also known as Hoi An River)
- recognised by UNESCO as a World Heritage Site in 1999
- Cua Dai Beach (Bãi Biển Cửa Đại)

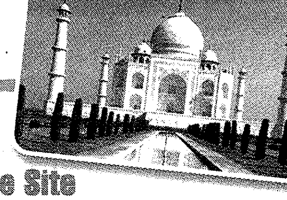
My Son Sanctuary

- about 70 km southwest of Da Nang, an imperial city during the Cham Dynasty between the 4th and 14th centuries
- recognised by UNESCO as a World Heritage Site in 1999

Citadel of the Ho Dynasty

- situated in Vinh Loc District, Thanh Hoa Province
- built by Ho Quy Ly, the highest-ranking mandarin of the Tran Dynasty at the time, in a landscape of great scenic beauty according to feng shui principles
- the capital of Viet Nam from 1400 to 1407 after Ho Quy Ly forced King Tran Thuan Tong to move the capital from the citadel of Thang Long to Thanh Hoa
- recognised by UNESCO as a World Heritage Site in 2011
- except for its gates, the castle is mostly in ruins
- For further information about these World Heritage Sites of Viet Nam, visit *whc.unesco.org* and *vietnamtourism.com.*

COMMUNICATION AND CULTURE

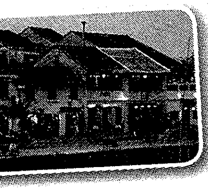


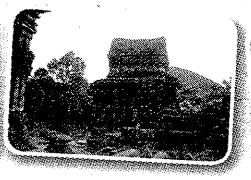
Communication

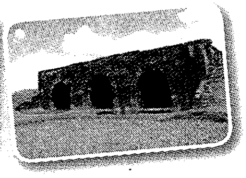
A field trip to a heritage site

1 Work in groups. Your group needs to decide on a heritage site to visit on your next field trip.

You may choose one from the five World Heritage Sites in Viet Nam included in this unit or from the other three sites: Hoi An Ancient Town, My Son Sanctuary, or Citadel of the Ho Dynasty.







Hoi An Ancient Town

- a well-preserved example of a Southeast Asian trading port dating from the 15th to the 19th century
- tourist attractions: temples, pagodas, ancient homes, relics of the Sa Huynh and Cham cultures, Hoi An River, Cua Dai Beach, and Cham Island

My Son Sanctuary

- a large complex of religious relics comprising more than 70 architectural works such as towers, temples, and tombs

Citadel of the Ho Dynasty

- the only stone citadel in Southeast Asia
- major stone sections remain intact thanks to the unique construction techniques
- located in a landscape of great scenic beauty

Example:

Student A: So where should we go on our next heritage site field trip?

Student B: I'd like to suggest visiting Trang An Scenic Landscape Complex. It includes both natural and cultural sites.

Student C: I'm more interested in nature, and it'd be fun to explore the grottos and caves in Phong Nha - Ke Bang National Park. Why don't we go there?

Student A: Sounds like an interesting idea. But we have limited time. We can't go there and return in one day. Trang An Scenic Landscape Complex would be a better option this time because it's only 80 km from here. We can set off early in the morning and come back late in the afternoon.

Student C: Oh, I haven't thought about that, but your suggestion sounds great to me. We may visit Phong Nha - Ke Bang National Park another time.

2 Present your group's decision on the heritage site to visit to the class. Try to convince your classmates that this would be the best place to see.

Culture

Taj Mahal, a World Heritage Site

1 Look at the photo of Taj Mahal, a World Heritage Site. Answer the questions.

1. Where do you think it is?
2. What do you think you can see there?

2 Read the text. Match the highlighted words in the text with the definitions below.

1. a round roof that has a circular base
2. an excellent work of art
3. an impressive building housing a tomb or group of tombs
4. a place for Muslims to worship

Taj Mahal is a giant mausoleum of white marble in Arga, India. It was built by order of the Mughal emperor Shah Jahan in memory of his favourite wife, Mumtaz Mahal, who died when giving birth to her 14th child in 1631. Legend has it that Shah Jahan made a promise to build her the most beautiful tomb ever known. The construction started in 1632 and was completed in 1648. Other parts of this complex such as the mosque, the guest house and the main gateway were added later and completed in 1653. The most magnificent feature of Taj Mahal to notice is the central dome on top of the tomb. The dome with its top decorated with a lotus design is 35 metres tall.

As acknowledged by UNESCO, Taj Mahal represents the greatest architectural and artistic achievement of Muslim art. It is considered to be a masterpiece of architectural style in design and construction technique. The balance and harmonious blending of various elements contributes to its unique beauty. Recognised as a World Heritage Site in 1983, the Taj Mahal complex, including the tomb, mosque, guest house, and main gate had preserved the original qualities of the buildings.

3 Answer the questions.

1. Why was Taj Mahal built?
2. How long did it take to complete the construction of the Taj Mahal complex?
3. Why is Taj Mahal considered to be an outstanding work of art?

4 If you had the opportunity to travel, would you visit Taj Mahal? Give reasons for your decision.

6-T. ANH 11T2-SGV-B

- Ask Ss to study the example to get an idea about the language they can use and what they are supposed to discuss.
- Let Ss form groups of three and start their discussion. Have one of them take notes.
- Walk around to offer help, if necessary and encourage all members to participate in the group activity. Make sure all groups agree on one site to visit and formulate the reasons for their choice.

2 The aim of this activity is to help Ss to further improve their speaking skills by presenting their group's decisions to the class.

- Ask Ss to consolidate their notes from **1**.
- Set a time limit for the groups to prepare their presentations. Walk around to help Ss to organise their ideas.
- Invite several groups to present their plans for a field trip. Encourage the other students to ask follow-up questions.
- Have the class vote for the most interesting plan.

Culture

Taj Mahal, a World Heritage Site

1 The aim of this activity is to activate Ss' background knowledge and arouse their interest in the culture topic.

- Ask Ss to look at the photo of Taj Mahal and answer the questions.
- Encourage them to share any information or facts they know about this site. Even if Ss haven't heard about it, encourage them to make some predictions.

Key Students' answers

2 The aim of this activity is to introduce key vocabulary items that will help Ss to understand the text.

- Ask Ss to look at the highlighted words and the context in which they are used.
- Encourage Ss to work out the meaning of each new word from the contextual clues in the text. Have them find similar words in the definitions.
- Have Ss compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key 1. dome 2. masterpiece 3. mausoleum 4. mosque

3 This activity focuses on developing comprehension skills and checking Ss' understanding of the text about Taj Mahal.

- Ask Ss to read the text individually to get an overall idea about its content.
- Check Ss' understanding of other key vocabulary items such as *marble, memory, gateway, lotus design, technique, balance* and *harmonious blending.*
- Ask Ss to read the questions and underline the key words that can help them to locate the information in the text needed to answer the questions.
- Ask Ss to compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. It was built by order of the Mughal emperor Shah Jahan in memory of his favourite wife, Mumtaz Mahal, who died in childbirth.
2. It took 21 years, from 1632 to 1653.
3. Taj Mahal features a magnificent marble dome on the top of the tomb, decorated with a lotus design. It represents the greatest architectural and artistic achievement of Muslim art. Its unique beauty comes from the balance and harmonious blending of various elements.

4 This follow-up activity provides an opportunity for Ss to personalise the topic through discussion.

- Have Ss work in groups. Ask them to express their opinions about the site, e.g. *What do you like about its architecture? Do you find its history interesting?*
- Encourage each student to answer the question, supporting his / her decision with clearly formulated reasons why he / she would / would not visit Taj Mahal.
- Ask individual Ss to present their opinions to the class.
- Give appropriate feedback (delayed feedback would be suitable here since it would be better not to interrupt Ss' presentations). Encourage the rest of the class to comment on the presenters' ideas and presentation skills.

Key Students' answers

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can contribute to the group discussion, making a suggestion for a place I want to visit and providing the reasons for my choice. I have learnt about Taj Mahal, a World Heritage Site in India.*

LOOKING BACK

Pronunciation

1 Listen to the following short exchanges. Mark ↗ (rising intonation) or ↘ (falling intonation) on the choice questions in these exchanges.

1. A: Would you like to visit a natural or a cultural world heritage site?
   B: I'd like to see a cultural one.
2. A: Which site is worth visiting in Hue? The Citadel or the Royal Tombs?
   B: I think both of them are worth visiting.
3. A: Would you like to go to Phong Nha - Ke Bang National Park by car or by train?
   B: By train.
4. A: Do you prefer mountain climbing or cave exploring?
   B: I prefer mountain climbing.
5. A: Are the ancient houses in Hoi An in ruins or well-preserved?
   B: Most of them are well-preserved.

2 Listen again and check your answers. Then practise asking and answering the questions.

Vocabulary

1 Underline the correct word in each sentence.

1. This heritage site is famous for its beautiful (*scenes / scenery*).
2. The tombs are part of our historical (*heritage / traditions*).
3. Visiting the Tomb of Khai Dinh, tourists will notice a mix of eastern and western (*dynasties / architecture*).
4. The ruling (*scholar / dynasty*) was responsible for reuniting the kingdom.
5. The best part of our trip to the national park was the tour to the many (*ancient / antiques*) ruins.

2 Complete the sentences with the correct form of the words in the box.

excavate	preserve	explore
archaeology	geology	

1. Phong Nha - Ke Bang has a complex ________ structure with different varieties of stone.
2. ________ the caves and grottos in Phong Nha - Ke Bang National Park is the most popular activity for visitors.
3. Scientists working on the site found many ancient tools, tombs and pottery, and made some important ________ discoveries.
4. Scholars believe that there are still relics buried under the tomb and awaiting ________.
5. Lack of ________ of this heritage building has resulted in damage to its walls.

Grammar

1 Complete the sentences, using the correct form of the verbs in the box.

call	recognise	invite
offer	ring	live

1. When I was snoozing under a tree in that pagoda, I was woken up by a bell ________ in my ears.
2. Some of the guests ________ to the 2014 Hue Festival couldn't come as scheduled.
3. Life has become much easier for people ________ near the world heritage sites because there are more and better paid jobs there.
4. This company was the only one ________ me the chance to do some voluntary work as a tour guide at the archaeological site.
5. A boy ________ Nam phoned while you were out to ask about the field trip.
6. Trang An Scenic Landscape Complex is the first site in Viet Nam ________ as a mixed cultural and natural World Heritage Site.

2 Combine the two sentences into one, using either an *-ing* or *-ed* participle.

1. A taxi was taking us to Hoi An Ancient Town. It broke down.
   ⇒ The taxi ________ broke down.
2. There's a path at the end of this street. The path leads to the Perfume River.
   ⇒ At the end of the street there's a ________.
3. The Citadel gate was damaged in the storm. It has now been repaired.
   ⇒ The Citadel gate ________ has now been repaired.
4. Some excavation relics were stolen from the museum. They haven't been found yet.
   ⇒ The ________ haven't been found yet.
5. Some foreign guests were invited to the opening of the heritage museum. Many of them were not able to come.
   ⇒ Many of the foreign guests ________ were not able to come.

LOOKING BACK

Pronunciation

1 The aim of this activity is to revise the intonation for choice questions.

- Ask Ss to listen to the exchanges and mark the intonation patterns on the questions using a downward or upward arrow on each choice. (↘ ↗)
- Have Ss compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. A: Would you like to visit a natural ↗ or a cultural world heritage site ↘?
   B: I'd like to see a cultural one.
2. A: Which site is worth visiting in Hue? The Citadel ↗ or the Royal Tombs ↘?
   B: I think both of them are worth visiting.
3. A: Would you like to go to Phong Nha – Ke Bang National Park by car ↗ or by train ↘?
   B: By train.
4. A: Do you prefer mountain climbing ↗ or cave exploring ↘?
   B: I prefer mountain climbing.
5. A: Are the ancient houses in Hoi An in ruins ↗ or well-preserved ↘?
   B: Most of them are well-preserved.

2 The aim of this activity is to provide further practice on the intonation patterns for choice questions.

- Play the recording again and ask Ss to listen and read along.
- Ask Ss to practise in pairs, taking turns to ask and answer the questions.
- Walk around, comment on the pairs' performance and praise Ss who try to use the appropriate intonation.

Vocabulary

1 The aim of this activity is to help Ss to revise the key vocabulary items in the unit.

- Ask Ss to underline the correct word in each sentence.
- Let them compare their answers in pairs or groups.
- Check Ss' answers as a class and give further explanation, if necessary.

Key

1. scenery 2. heritage
3. architecture 4. dynasty 5. ancient

2 This activity provides further consolidation of key vocabulary items from the unit. Ss are required to choose the right word for each sentence and change its grammatical form to fill each gap.

- Ask Ss to go through the words in the box and check if they remember the meaning of each one.
- Have Ss complete the sentences with the correct form of the words.
- Ask Ss to compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key 1. geological 2. Exploring
3. archaeological 4. excavation
5. preservation

Grammar

1 The aim of this activity is to help Ss to revise the structure and use and participle and *to*-infinitive clauses.

- Ask Ss to work individually, and then compare their answers in pairs or groups.
- Check Ss' answers as a class and give further explanations, if necessary.

Key

1. ringing 2. invited
3. living 4. to offer
5. called 6. to be recognised

2 This activity provides further revision of the structure and use of participle clauses by asking Ss to combine two sentences using *-ing* or *-ed* participles.

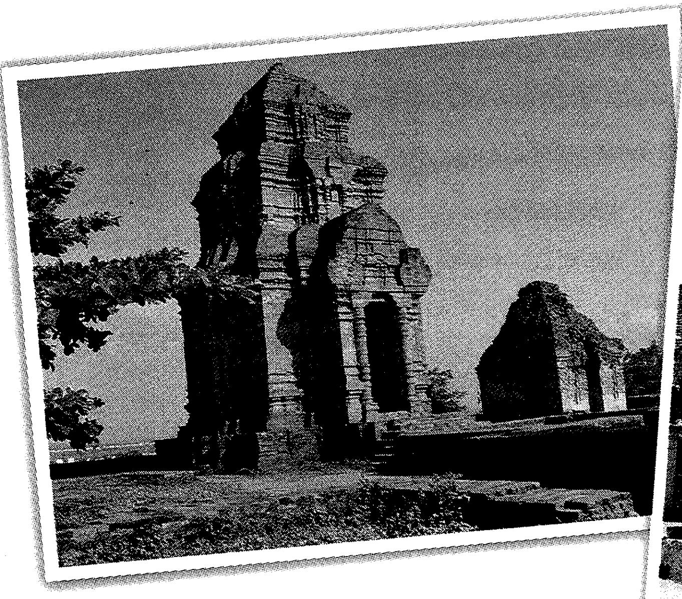
- Let Ss work individually, and then compare their answers in pairs or groups.
- Ask individual Ss to write their sentences on the board.
- Check Ss' answers as a class.

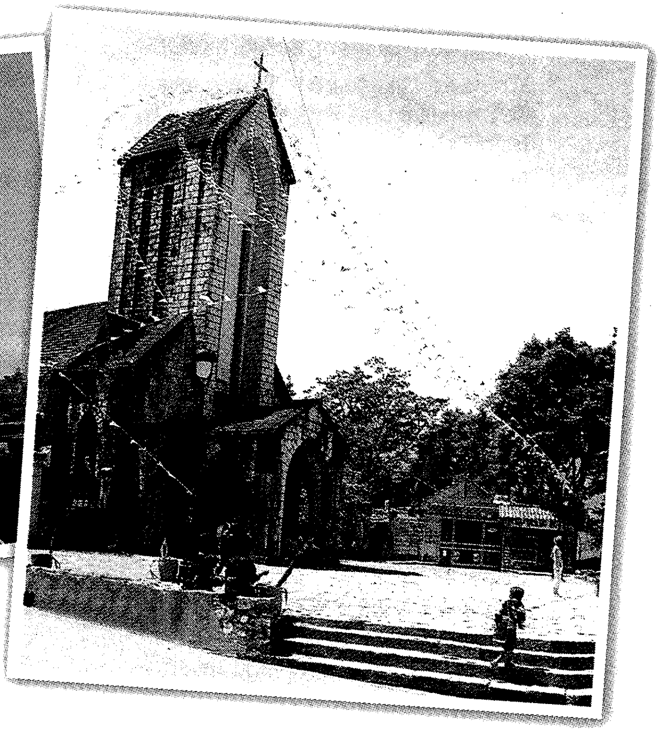
PROJECT

Work in groups. Choose a heritage site in Viet Nam and find information about it. Then discuss and make a proposal for its preservation and protection. Present your ideas to the class.

Here are some guiding questions:

- What's the name of the heritage site?
- Where is it located?
- In what condition is it now? Is it well-preserved, damaged or in ruins?
- Who is responsible for its current condition?
- What do you think should be done to improve it?
- How can it be preserved for future generations?
- How can it be protected from damages, theft or irresponsible behaviour?





NOW YOU CAN

- Use words and phrases related to the World Heritage Sites in Viet Nam
- Identify and use intonation on choice questions
- Use participles and *to*-infinitives to replace relative clauses
- Read for general ideas and specific information about World Heritage Sites
- Make suggestions about places to visit
- Listen for specific information in a radio programme about a World Heritage Site
- Write an essay about the reasons why a site in Viet Nam was recognised as a World Heritage Site

Key

1. The taxi *taking us to Hoi An Ancient Town* broke down.
2. At the end of the street there's a *path leading to the Perfume River.*
3. The Citadel gate *damaged in the storm* has now been repaired.
4. The *excavation relics stolen from the museum* haven't been found yet.
5. Many of the foreign guests *invited to the opening of the heritage museum* were not able to come.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have revised all the language points covered in this unit. I can use vocabulary related to the World Heritage Sites in Viet Nam, intonation patterns for choice questions, and participle and* to-*infinitive clauses.*

PROJECT

This activity provides further opportunities for Ss to use the language, skills and information they have learnt in the unit through collaborative work on a project and group presentations.

- Ask Ss to form groups.
- Have groups discuss the guiding questions and brainstorm their ideas. Encourage them to take notes and share their ideas with the teacher or the other groups.
- Encourage groups to prepare an outline for their presentation. This should include an introduction (briefly introducing their proposal and their reasons for choosing this site, and providing an overview of the talk), main body (several main points such as the current condition of the site, what should be done, who should be responsibe, etc.) and conclusion (summary of the main points and how their proposal will contribute to the preservation of heritage and culture in Viet Nam in general).
- Have Ss practise their presentations in groups. Make sure each member has been assigned a part to present.
- Have Ss make a list of useful tips for effective delivery of their presentations:
  - talk naturally and avoid reading from your notes or outline
  - speak clearly and confidently
  - use appropriate intonation and vary the tone, pitch and volume of your voice
  - make eye contact with your audience and involve your listeners by asking and encouraging questions
  - make sure you finish in time.
- Have groups present their proposals to the class. Encourage the rest of the class to ask questions and give feeback about the content, clarity of expression and delivery.
- Have the class vote for the best proposal.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about a heritage site by searching for more information and discussing it in my group. I can make a proposal for the preservation and protection of a heritage site and present to the class.*

REVIEW 3 UNITS 6-7-8

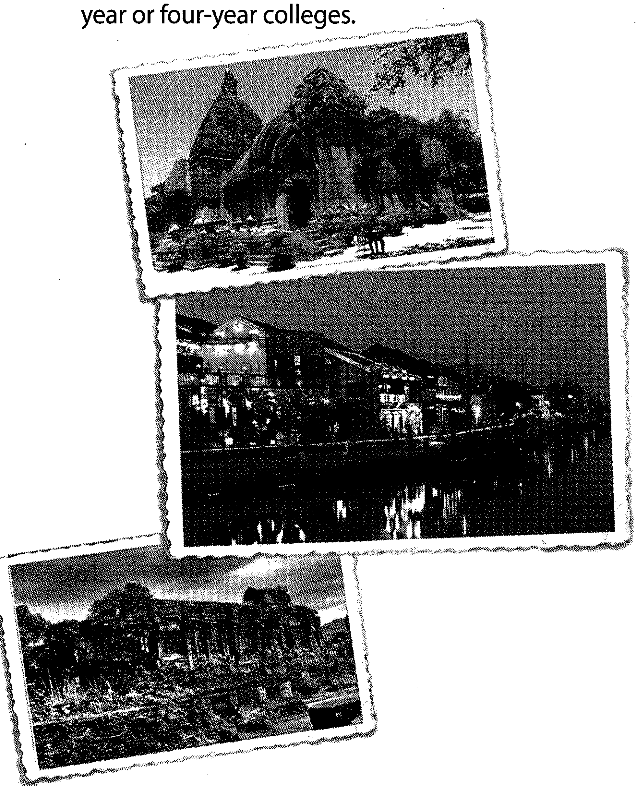
LANGUAGE

Vocabulary

1 Use the correct form of the words in the box to complete the sentences.

academic	excavation	undergraduate
intact	carbon footprint	

1. When you use energy generated by fossil fuels, your ________________ becomes bigger.
2. This historic site needs extensive ________________ work.
3. Most of the ancient relics in the heritage museum are still ________________.
4. It is difficult to get a good job without any ________________ qualifications.
5. At the ________________ level, you can join three-year or four-year colleges.



2 Complete the sentences, using the correct form of the words in brackets.

1. There are many ____________ (far) education courses to prepare students for future work.
2. My younger sister is now in grade 6 at a ____________ (low) secondary school.
3. You should know the symptoms of ____________ (heat, relate) illnesses such as heat exhaustion, heat stroke and sunburn.
4. Would you like to visit Ha Long Bay or Trang An ____________ (scene) Landscape Complex?
5. The Central Sector of the Imperial Citadel of Thang Long is a ____________ (culture) heritage site.

Pronunciation

3 Listen and mark the intonation patterns of the questions. Then practise reading the sentences.

1. A: Would you like to go on a cultural tour or an architectural tour?

   B: I'd like to go on a cultural tour.
2. A: Would you like to visit My Son Sanctuary or Hoi An Ancient Town?

   B: I'd like to visit Hoi An Ancient Town.
3. How should I apply for a place at a US university?
4. Is there an application deadline for early decision?
5. A: Fossil fuels were formed from the remains of dead plants and animals.

   B: The remains of dead plants and animals?

INTRODUCTION

The aim of Review 3 is to help Ss to revise the language and skills they have learnt in Units 6-8.

Ask Ss whether they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add more information if necessary.

LANGUAGE

- Use the Language review as a self-assessment test or revision. Have Ss do all the activities individually or in pairs / groups. Then check answers as a class.
- Alternatively, have Ss work on an activity and check answers before they move on to the next one.

Vocabulary

1 Ask Ss to do this activity individually, and then check their answers with a partner before giving them the correct answers. Write the completed sentences on the board or read them out loud (depending on the level of the class).

Key

1. carbon footprint 2. excavation
3. intact 4. academic
5. undergraduate

2 Have Ss do this exercise individually first, then ask some Ss to write a completed sentence each on the board. Check answers as a class.

Key

1. further 2. lower
3. heat-related 4. Scenic 5. cultural

Pronunciation

3 Play the recording. Let Ss listen and mark the intonation patterns of the questions. Check Ss' answers as a class.

- Play the recording again for Ss to repeat each sentence chorally.
- Alternatively, have Ss practise saying the sentences at home.

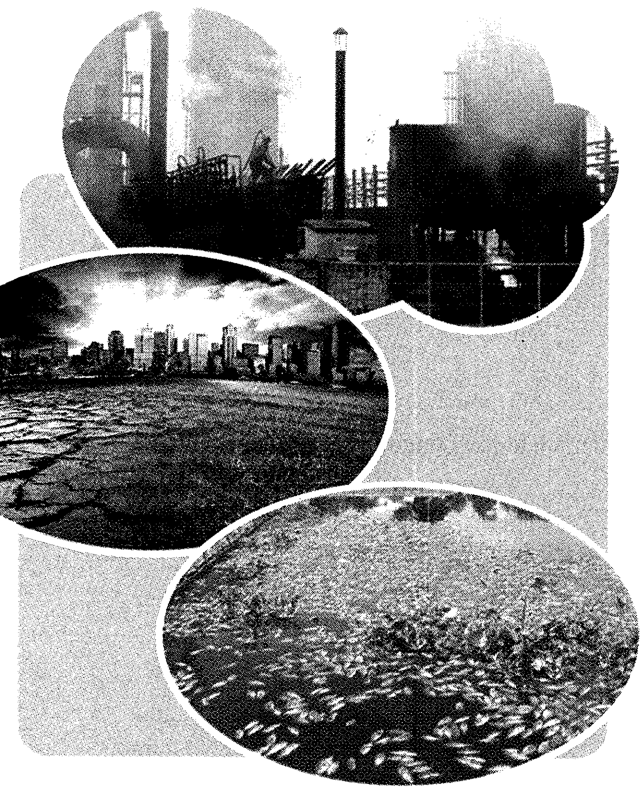
Key

1. ↗↘ 2. ↗↘
3. ↘ 4. ↗ 5. ↗

Grammar

4 Rewrite and / or combine the sentences. Begin each one as shown.

1. Since they have lived near a chemical plant for many years, some villagers have now developed cancer.
   Having ____
   ____.
2. After Quang attended a conference on nature conservation, he became more involved in environmental activities.
   Having ____
   ____.
3. Mai had dumped rubbish in the country park near her house. She regretted it.
   Mai regretted ____
   ____.
4. The manager had allowed harmful gases to emit into the air from the factory. He denied it.
   The manager denied ____
   ____.
5. Someone had used explosives to kill fish in the lake. They suspected Tom.
   They suspected ____
   ____.



5 Complete the sentences with the verbs in the box. Use the present perfect or the present perfect continuous.

live	finish	take	learn	study

1. Is she still in the UK? How long did you say she ______________ medicine there?
2. How many courses ________ you ________ so far in your graduate programme?
3. Like many of my classmates, I ______________ English since primary school.
4. He ______________ with his cousin for two months, but he's looking for a place close to his university.
5. My brother ______________ his postgraduate studies and got a Ph.D. degree. He's now teaching at a university.

6 Finish the incomplete sentences, using either a participle or *to*-infinitive clause.

1. The London Tower Bridge, which measures 244 metres long, is a World Heritage Site.
   ⇒ The London Tower Bridge, ______________________, is a World Heritage Site.
2. Visitors come to admire the relics that were excavated from the ancient tombs.
   ⇒ Visitors come to admire the relics ______________________
   ______________________.
3. The capital city of Ecuador was the first city in the world that was declared a World Heritage Site by UNESCO.
   ⇒ The capital city of Ecuador was the first city
   ____.
4. The Citadel of the Ho Dynasty was added to UNESCO's World Heritage List in 2011. It is located in Thanh Hoa Province.
   ⇒ The Citadel of the Ho Dynasty, ______________
   ______________, was added to UNESCO's World Heritage List in 2011.
5. The Complex of Hue Monuments is a good example of a well-designed capital city. It lies along the Perfume River in Hue City.
   ⇒ The Complex of Hue Monuments, ______________
   ______________, is a good example of a well-designed capital city.

Grammar

4 Ask Ss to follow the instructions and complete the sentences individually. Then have Ss compare their answers with a partner. Check answers as a class.

Key

1. *Having* lived near a chemical plant for many years, some villagers have now developed cancer.
2. *Having* attended a conference on nature conservation, Quang became more involved in environmental activities.
3. *Mai regretted* having dumped / dumping rubbish in the country park near her house.
4. *The manager denied* having allowed / allowing harmful gases to emit into the air from the factory.
5. *They suspected* Tom of having used / using explosives to kill fish in the lake.

5 Elicit the form and usage of the present perfect and the present perfect continuous.

- Invite some Ss to complete the sentences on the board while the rest of the class do the activity individually or in pairs.
- Check Ss' answers, and ask them to explain the choice of tense in each case.

Key

1. has been studying
2. have … taken
3. have been learning
4. has been living
5. has finished

6 Ask Ss to do the exercise individually first, and then compare answers with a partner.

- Invite some Ss to do the activity on the board, and then check Ss' answers as a class.
- Alternatively, have individual students read their answer aloud.

Key

1. The London Tower Bridge, *measuring 244 metres long*, is a World Heritage Site.
2. Visitors come to admire the relics *excavated from the ancient tombs*.
3. The capital city of Ecuador was the first city *in the world to be declared a World Heritage Site by UNESCO*.
4. The Citadel of the Ho Dynasty, *located in Thanh Hoa Province*, was added to UNESCO's World Heritage List in 2011.
5. The Complex of Hue Monuments, *lying along the Perfume River in Hue City*, is a good example of a well-designed capital city.

SKILLS

READING

The risk of sea-level rise

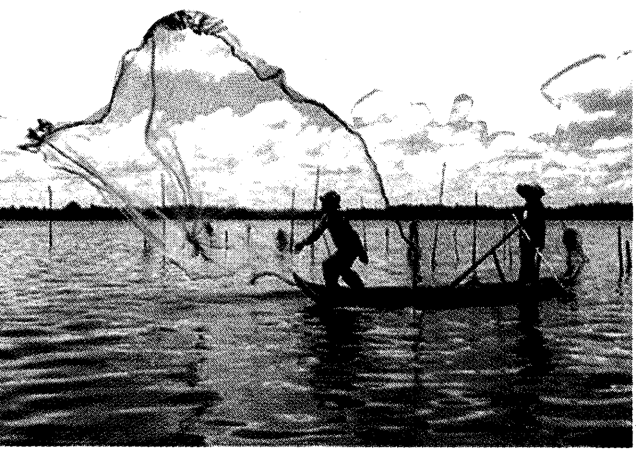
1 Read the text about the risk of sea-level rise.

More than 20 coastal cities in Viet Nam are directly affected by rising sea levels. This can endanger water supply in all coastal cities and threaten the life of millions of people.

Viet Nam's Me Kong Delta, one of Asia's most fertile rice-growing regions and home to approximately 20 million people, faces the risk of fast sea-level rise. Sea-level rise could flood more than 80 percent of the Me Kong Delta, and rice production may drop by about 2.6 million tonnes per year.

In addition, natural ecosystems and economic activities such as fisheries and tourism may be disrupted. Storms and sea-level rise can cause erosion of river banks and beaches, which can lead to loss of land.

Sea-level rise is global. People should understand the risks of living in coastal areas and be prepared to deal with them.



2 Read the text again and answer the questions.

1. Why are rising sea levels a direct threat to Viet Nam?
2. How is the Me Kong Delta described?
3. What may happen as a result of sea-level rise in the Me Kong Delta?
4. How can natural ecosystems and economic activities be affected?
5. What can storms and rising sea levels lead to?

SPEAKING

A heritage tour

3 Work with a partner. Choose a heritage site and talk about what you can do and see there. Use the information in Unit 8, if necessary.

UNESCO's World Heritage Sites	Things to see
1. Central Sector of the Imperial Citadel of Thang Long	– stone dragons in Kinh Thien Palace – relics of Vietnamese royal families
2. Phong Nha - Ke Bang National Park	– underground rivers, beautiful caves – diverse flora and fauna
3. Trang An Scenic Landscape Complex	– beautiful caves and unique pagodas – relics from ancient civilizations

Example:

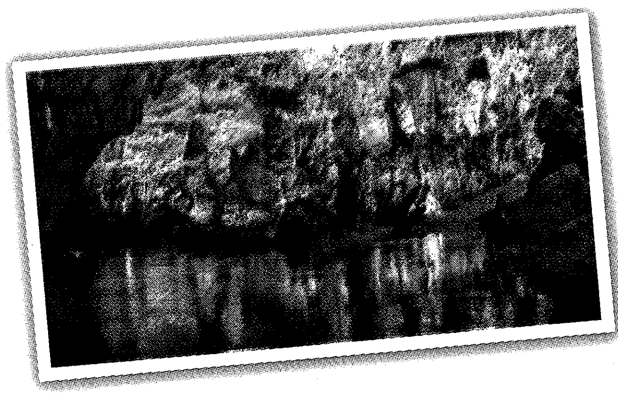
Student A: Let's talk about our heritage tour. Which site do you think we should visit?

Student B: How about going to Trang An Scenic Landscape Complex?

Student A: What can we see there?

Student B: There are many beautiful caves and unique pagodas.

Student A: Well, ...



SKILLS

Reading

1 Ask Ss to read the title and make guesses about the content of the text, first in pairs, then in class.

2 Have them skim the questions before reading the text.

- Give Ss enough time to read the text and scan it to answer the questions.
- Check answers as a class and give explanations, if necessary.

Key

1. Because more than 20 cities are directly affected. Rising sea levels can endanger water supply in these cities and threaten the life of millions of people.
2. It is described as one of Asia's most fertile rice-growing regions and home to approximately 20 million people.
3. More than 80 percent of the Me Kong Delta could be flooded. Rice production may drop by about 2.6 million tonnes per year.
4. Natural ecosystems and economic activities such as fisheries and tourism can be disrupted.
5. They can lead to erosion of river banks and beaches, and loss of land.

Speaking

3 Have Ss work in pairs. Ask them to read the information in the table and the example first, then choose a site and decide on the things they both want to do and see there.

- Encourage Ss to take notes or script their conversations. Have them practise their conversations until they are fluent and confident.
- Invite some pairs to role-play their conversation in front of the class.

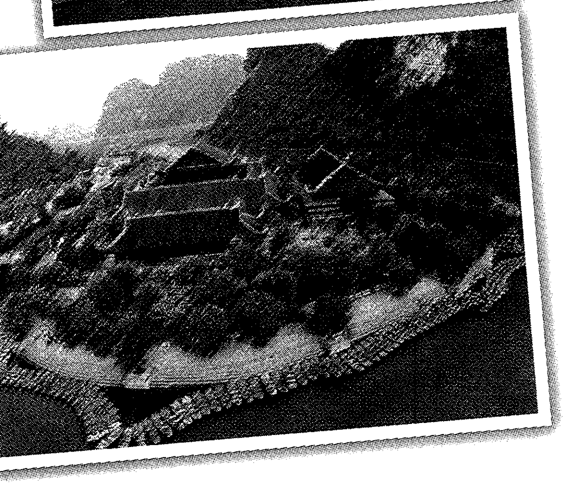
LISTENING

Trang An Scenic Landscape Complex

4 Listen to the recording about Trang An Scenic Landscape Complex. Decide whether the following statements are true (T) or false (F) according to the speaker.

	T	F
1. Known as 'Ha Long Bay on Land', Trang An Scenic Landscape Complex is famous for its mountains, caves and archaeological relics.		
2. Tourists may come to see Trang An's limestone mountains and lakes.		
3. Archaeological relics have proved that ancient people settled in this region about 10,000 – 20,000 years ago.		
4. Hoa Lu Ancient Citadel used to be the capital of Viet Nam from 968 to 1019.		
5. Trang An Scenic Landscape Complex deserves to be on the World Heritage List because of its distinctive values.		





WRITING

5 Read and complete David's letter, using the words in the box.

your culture	extra-curricular activities	
higher education	scholarship	admitted to

Hi Viet,

You asked me about my future plans. Of course, I'd like to go to university, and I'm wondering if I can pursue (1)_______ in your country, Viet Nam.

I'm good at computer science, maths, English and French. Could I apply and be (2)_______ one of your universities without a good command of Vietnamese?

Can international students apply for a (3)_______ in Vietnamese universities? Would I qualify for on-campus or off-campus jobs?

I'm involved in many social and (4)_______ too. I'm very active and like organising different events for my class and school.

Which universities do you think I should apply to? I have always dreamed of studying in Viet Nam and learning more about (5)_______. Can my dream come true?

Look forward to hearing from you soon.

All the best,

David

6 Write a similar letter to the letter in 5.

Listening

4 Ask Ss to look at the table and read statements 1-5.

- Play the recording once for Ss to listen and decide on the correct answers.
- Play the recording again, pausing at appropriate places and highlighting the clues in the listening text, so that Ss can check their answers.
- Ask some Ss to report their answers. Correct any wrong answers.
- Alternatively, play the recording several times, pausing after sentences to check Ss' comprehension.
- If time allows, have Ss rewrite and correct the false sentences.

Key

1. T 2. F 3. T 4. F 5. T

Audio script

Known as 'Ha Long Bay on Land', Trang An Scenic Landscape Complex is famous for its mountains, caves and archaeological relics. It includes Trang An Eco-tourist Site, Tam Coc – Bich Dong Landscape and Hoa Lu Ancient Citadel.

Visitors come to Trang An to admire its diverse flora and fauna, beautiful caves and unique pagodas. Achaeological relics have proved that humans in this region date back to about 10,000 – 20,000 years ago. Ancient people took advantage of the rich land, settled down in the area and developed their culture.

Kings from the Dinh, Le and Ly Dynasties set up the capital in Hoa Lu Ancient Citadel from 968 to 1009. After King Ly Thai To moved the capital from Hoa Lu to Ha Noi in 1010, the citadel remained known as the ancient capital of Viet Nam.

Having unique natural and cultural values, Trang An Scenic Landscape Complex deserves its place on the UNESCO's World Heritage List.

Writing

5 Give Ss enough time to read the letter and fill the gaps. Check answers as a class.

Key

1. higher education
2. admitted to
3. scholarship
4. extra-curricular activities
5. your culture

6 Ask Ss to write a letter to a friend in another country, asking for information about higher education opportunities. Use the letter in **5** as a model.

- Ss may write their drafts first in class, swap them with a partner for peer review, and then write their final versions at home.

Suggested answer

Hi Tim,

You asked me about my future plans. Of course, I'd like to go to university, and I'm wondering if I can pursue higher education in your country, the USA.

I'm good at English, maths, science and geography. Now I'm working hard to get high scores in the test of English as a foreign language. Would high scores on this test help me obtain a good scholarship? Can international students like me apply for financial aid in US colleges? Would I qualify for on-campus or off-campus jobs?

I'm involved in many social and extra-curricular activities too. I'm very active and like organising different events for my class and school.

Which universities do you think I should apply to? I have always dreamed of studying at a US college and graduating with highest honours. Can my dream come true?

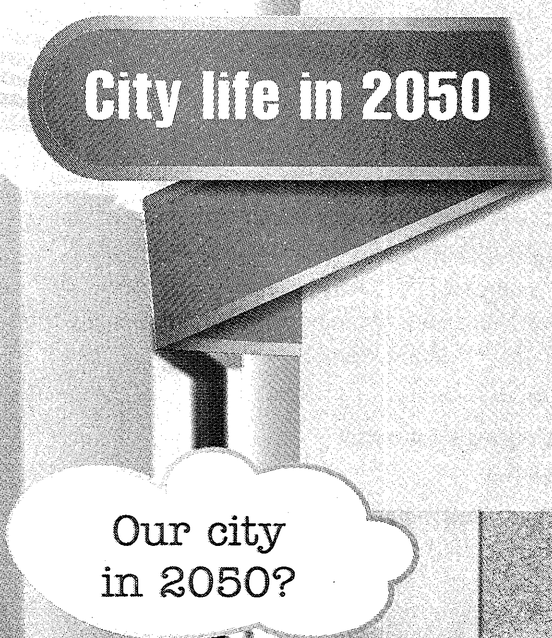
Look forward to hearing from you soon.

All the best,

Quang

Unit 9 CITIES OF THE FUTURE

GETTING STARTED



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to city life in the future

Pronunciation

Intonation: Question tags

Grammar

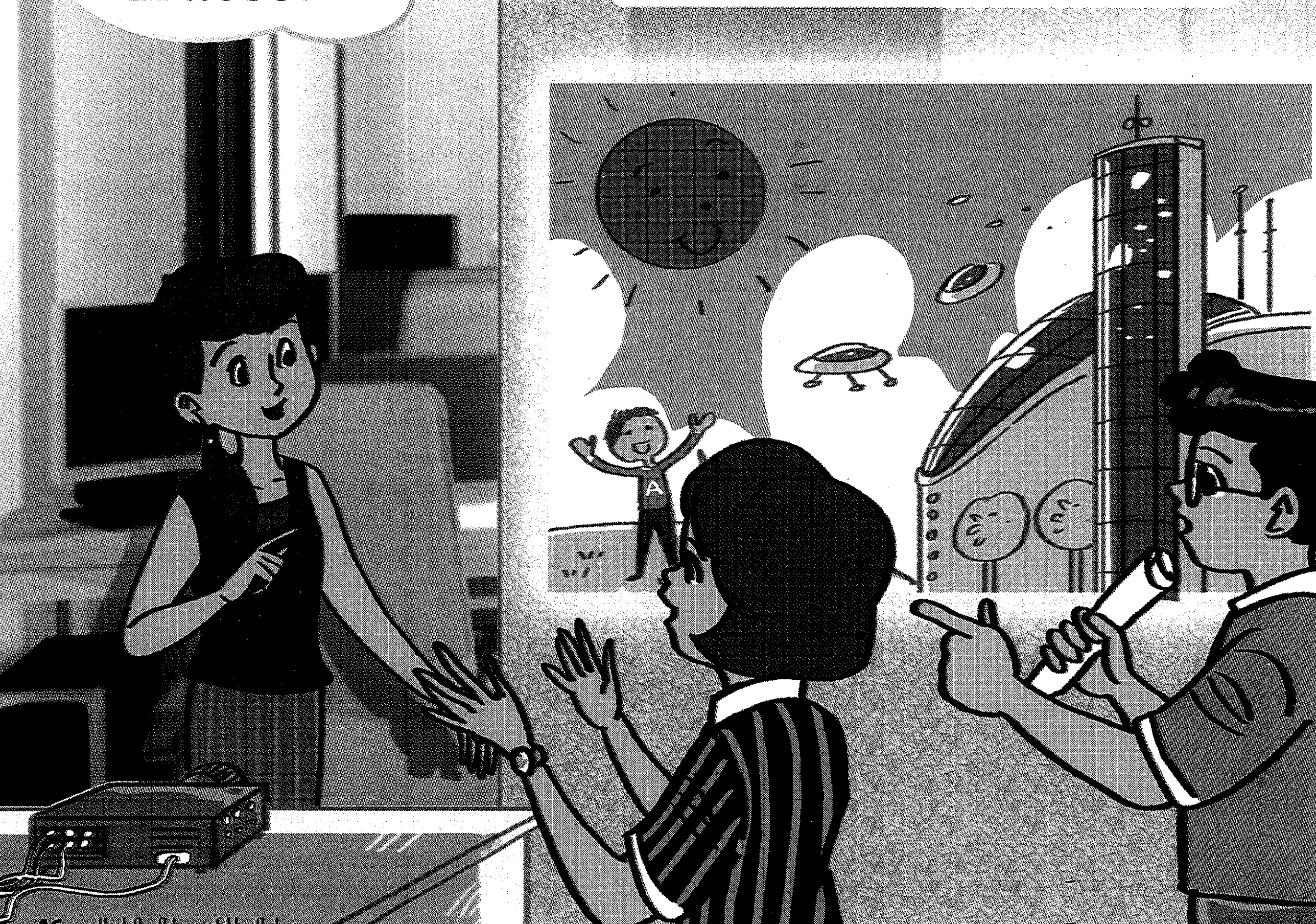
- Question tags
- Conditional sentences type 0

SKILLS

- Reading for general ideas and specific information about life in a city in the future
- Explaining facts and giving predictions
- Listening for specific information about future cities
- Writing an email to a friend about city life in the future

COMMUNICATION AND CULTURE

- Ideal cities of the future
- A smart city in South Korea



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to city life in the future
- identify and use appropriate intonation on question tags
- use question tags to check information or ask for agreement, and conditional sentences type 0 to talk about a scientific fact or something that is generally true
- read for general ideas and specific information about life in the city of the future
- talk about facts and give predictions about cities of the future
- listen for specific information about future cities
- write an email to a friend about city life in the future

GETTING STARTED

City life in 2050

Lead-in: Inform the class of the lesson objectives: getting to know the topic, some vocabulary related to city life in the future, and the two grammar points – question tags and conditional sentences type 0.



1 Phong, Chi and Ha are discussing their class assignment. Listen and read.

Phong: OK, shall we start discussing our assignment? It's a group presentation, isn't it?

Chi: Yes. Each group has to give a presentation about what life will be like in our city in the year 2050.

Ha: That's an interesting topic, but it's very broad. The first thing to decide is whether life will be better or worse.

Phong: I believe it'll be better because of modern technology.

Chi: Well ... this won't be the main reason. I think we'll have better lives because there'll be no pollution. So, our city will be sustainable and more liveable.

Ha: You mean it'll be environmentally friendly, won't it?

Chi: Exactly. What do you think, Phong?

Phong: I like your ideas, but we can't include them all in our presentation. We should focus on either modern technology or the environment. We'll have only ten minutes, won't we?

Ha: That's right. I suggest that we should choose the environment. We can talk about solar energy, which will be used for transport in the future.

Chi: Good ideas, Ha. If we use more solar energy, the air will become cleaner and our health will be better. People can develop health problems and become ill if they breathe polluted air.

Phong: OK, let's focus on the environment. We can also discuss other uses of solar energy – not just for transport.

Chi: Sorry … I'm not familiar with those. Can you explain them?

Phong: Solar energy can also be used for day lighting, cooking, heating water, and helping plants grow. If we have solar panels on our roofs, we'll be able to generate our own electricity.

Ha: Great ideas. What do you think, Chi? Phong presented them so well, didn't he?

Chi: Yes, he did. I understand what he means. If people use renewable energy, their impact on the environment is less.

Ha: I think we've got a few points for our presentation now. We can start preparing the slides. Phong, you will do the talking, won't you?

Phong: No problem. Let me know if you need anything else.

2 Answer the questions.

1. What is Phong, Ha and Chi's assignment about?
2. Do Phong and Chi think that life in 2050 will be better? Why / Why not?
3. Which idea do the three students choose to talk about?
4. What source of energy is mentioned? How can it be used?
5. Do you agree that life will be better and more enjoyable in 2050? Why or why not?

3 Find the question tags in the conversation and write them in the space provided. Underline the verb forms.

____

____

____

____

____

____

4 Read the conversation again and complete the conditional sentences.

1. If we use more solar energy, ______________ ______________.
2. ______________ if they breathe polluted air.
3. If we have solar panels on our roofs, ______________ ______________.
4. If people use renewable energy, ______________ ______________.
5. ______________ if you need anything else.

1 Ask Ss to look at the picture of the three people, guess what their relationship is and what they are talking about.

> **Suggested answer**
> They are classmates and are discussing the topic 'Our city in 2050' for their class assignment.

- Tell Ss that they are going to listen to a conversation between three students.
- Play the recording. Ask Ss to listen and read silently.

2 This activity focuses on developing comprehension skills. Have Ss read the questions and find the answers in the conversation.

> **Key**
> 1. It's about life in the city in the year 2050.
> 2. Both think life will be better; Phong believes modern technology will be the reason, while Chi thinks there'll be no pollution.
> 3. They choose to talk about the environment.
> 4. Solar energy is mentioned. This energy can be used for transport, lighting, cooking, heating water, and helping plants grow.
> 5. (Students' answers)

3 This exercise focuses on the verb forms in question tags.

- Ask Ss to find the sentences with question tags and write them in the space provided.
- Have Ss underline the verbs of the statements and the question tags.

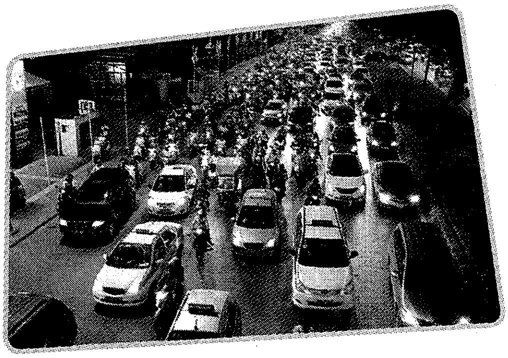
> **Key**
> - It's a group presentation, isn't it?
> - You mean it'll be environmentally friendly, won't it?
> - We'll have only ten minutes, won't we?
> - Phong presented them so well, didn't he?
> - Phong, you will do the talking, won't you?

4 Ask Ss to read the conversation again and complete the conditional sentences.

- Have Ss underline the verb forms in the main clauses and conditional clauses.
- Ask Ss to pick out type 1 conditional sentences.

> **Key**
> 1. If we use more solar energy, the air will become cleaner and our health will be better. (type 1)
> 2. People can develop health problems and become ill if they breathe polluted air. (type 1)
> 3. If we have solar panels on our roofs, we'll be able to generate our own electricity. (type 1)
> 4. If people use renewable energy, their impact on the environment is less.
> 5. Let me know if you need anything else.

Vocabulary



1 Write the words or phrases given in the box next to their meanings.

urban	renewable	sustainable
quality of life	infrastructure	liveable
overcrowded	inhabitant	

1. ______________ a person that lives in a particular place
2. ______________ the basic system necessary for a country or organisation to run smoothly
3. ______________ (of a natural resource or source of energy) that is never used up
4. ______________ relating to towns or cities
5. ______________ fit to live in
6. ______________ able to be used without harming the environment
7. ______________ (of a place) filled with too many people or things
8. ______________ the general well-being of individuals and societies

2 Complete the sentences with the right form of the words or phrases in 1.

1. The main goal of ______________ planning is providing a healthier environment for people living in the city.
2. The government needs to solve the pollution problems to make the city ______________.
3. The country's ______________ is in poor condition and needs to be upgraded.
4. Pollution and heavy traffic are common problems in ______________ cities.
5. The original ______________ of this island lived a very simple life.
6. The most common ______________ sources of energy are the wind and sun.
7. Many researchers claim that yoga practice and physical activities can improve people's ______________.
8. Farmers should use ______________ methods to produce clean and healthy food.

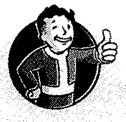
Pronunciation

Intonation: Question tags

1 Listen and decide whether the question tags in B's responses have a rising or falling intonation. Mark ↗ (rising intonation) or ↘ (falling intonation) after the question tags.

1. A: What a boring lecture!
   B: Yes. It was dull, wasn't it?
2. A: Please turn down the volume. It's too loud.
   B: You don't like rock music, do you?
3. A: I don't have any plans for tonight.
   B: Let's go to the cinema, shall we?
4. A: I believe people will have a better life in the future.
   B: Yes, I agree. Life will be more enjoyable than it is today, won't it?
5. A: Where can I put these flowers?
   B: Put them near the window, will you?

2 Listen and repeat the exchanges in 1.



DO YOU KNOW...?

- We use falling intonation on question tags when we already know the answer. The tag is not a real question.
  Example:
  (On a nice day) *It's a beautiful day today, **isn't it?*** ↘
- We use rising intonation when we really want to know something and are not sure of the answer. The tag is a real question.
  Example:
  *I didn't watch the tennis match last night. Federer didn't lose, **did he**?* ↗

LANGUAGE

Vocabulary

1 Ask Ss to write the words or phrases next to their meanings.

Key

1. inhabitant	2. infrastructure
3. renewable	4. urban
5. liveable	6. sustainable
7. overcrowded	8. quality of life

2 Ask Ss to read the uncompleted sentences and pay attention to the contextual clues such as the words surrounding the gap and the part of speech needed. If a noun is required, Ss need to consider if the word is in the correct form (singular or plural).

Key

1. urban	2. liveable
3. infrastructure	4. overcrowded
5. inhabitants	6. renewable
7. quality of life	8. sustainable

Pronunciation

Intonation: Question tags

Activities **1** and **2** focus on intonation on question tags.

1 Ask Ss to listen and decide whether the question tags in B's responses have a rising or falling intonation.

- Ask them to write ↗ for rising or ↘ for falling intonation after the question tags.
- Ask Ss to study the *Do you know ...?* box. Check understanding of the rules and provide additional examples of question tags.
- Check answers as a class.

Key

1. ↘ 2. ↗ 3. ↗ 4. ↘ 5. ↗

Notes

Rising intonation is used on question tags after statements expressing suggestions or polite requests (e.g. sentences 3 and 5).

2 Play the recording for Ss to repeat chorally and individually.

Audio script

1. A: What a boring lecture!
   B: Yes. It was dull, wasn't it? ↘
2. A: Please turn down the volume. It's too loud.
   B: You don't like rock music, do you? ↗
3. A: I don't have any plans for tonight.
   B: Let's go to the cinema, shall we? ↗
4. A: I believe people will have a better life in the future.
   B: Yes, I agree. Life will be more enjoyable than it is today, won't it? ↘
5. A: Where can I put these flowers?
   B: Put them near the window, will you? ↗

Grammar

Question tags

1 Match the question tags with the statements to make complete sentences.

1. You've seen that film,
2. I'm not disturbing you,
3. People will travel in solar-powered cars in the future,
4. You have never been to Europe,
5. The package has already arrived,
6. I think everyone's going to be there,
7. Don't stay up late at night,
8. There'll be no private transport in the future,

a. aren't they?
b. will you?
c. haven't you?
d. have you?
e. will there?
f. won't they?
g. hasn't it?
h. am I?

2 Complete the sentences with the correct question tags.

1. There's no milk in the fridge, ________________?
2. You can drive a car, ________________?
3. I believe nothing serious has happened, ________________?
4. Please give me a hand, ________________?
5. Let's review the lesson together, ________________?
6. I think these are your papers, ________________?
7. Somebody's just called my name, ________________?
8. Jane has got no problems at work, ________________?



DO YOU KNOW...?

- Question tags are short additions to statements. They are used to ask for agreement or to check whether something is true.
- General rules to follow:
  positive statements + negative tags
  negative statements + positive tags
- Negative verbs in the tags are usually contracted. The subject of the tag is always a pronoun.

Special cases

Statements	Question tags
Let's	*shall we*
Imperatives - positive	*will / would / could / won't you*
- negative	*will you*
Including negative words: *no, never, little, hardly*, etc.	positive verb + subject
Including words like these as a subject: - *no one, nobody, anyone, someone, everyone, these, those, none, neither*, etc.	verb + subject *they*
- *nothing, something, everything, this, that*	verb + subject *it*

Examples:
- *Let's clean up the room,* ***shall we?***
- *Pass me the dictionary,* ***will / would / could / won't you?***
- *It's no use persuading him,* ***is it?***

Conditional sentences type 0

3 Match the *if*-clauses with the result clauses.

1. If you freeze water,
2. If you need help,
3. If you remove the battery from your cell phone,
4. If you multiply 1 by 0,
5. If my father leaves work early on Saturday,
6. If you've finished your work,
7. If you are going to school today,
8. If you try to mix oil and water,

a. you get 0.
b. go home and take a rest.
c. don't hesitate to ask.
d. please pick me up on your way.
e. it turns to ice.
f. it turns off.
g. the oil goes to the top and the water to the bottom.
h. he usually goes to the gym.

Grammar

Question tags

1 Introduce the use of question tags and verb forms in tags after positive and negative statements.

Notes

Statements (either positive or negative form)	**Question tags** (either negative or positive form)
subject + *is / are / was / were*	*is / are / was / were* + subject
subject + present simple / past simple	*do / does / did* + subject
subject + present perfect / present perfect continuous / past perfect	*have / has / had + subject*
subject + modal (*can / could / should* / etc.)	*can / could / should* / etc. + subject

- Ask Ss to study the *Do you know ...?* box. Draw their attention to the special cases (question tags used after *Let's*, imperatives, negative words, and some special subjects in the sentences).
- Explain to Ss that if the sentence is a complex structure that begins with *I think, I suppose, I believe, You mean*, etc., the question tags follow the subject and verb in the clause after these expressions.

Example: *I believe nobody survived the plane crash, did they?*

Key

1. **c**	2. **h**	3. **f**	4. **d**
5. **g**	6. **a**	7. **b**	8. **e**

2 Ask Ss to read the statements carefully, underline the subjects and verbs in these statements, and write the correct question tags in the blanks.

Key

1. is there
2. can't you
3. has it
4. will / would / could / won't you
5. shall we
6. aren't they
7. haven't they
8. has she

Conditional sentences type 0

3 Ask Ss to read through the conditional sentences used in the conversation again (Activity **4**, **GETTING STARTED**). Tell Ss that sentences 1, 2 and 3 are type 1, and the other sentences are type 0.

- Explain to Ss the basic difference between type 0 and type 1. Type 0 is used to talk about a general truth or scientific fact, and the result (in the main clause) is obvious, habitual or automatic. In type 1, the present / future activities or events are real, and the results are very probable. We use it to talk about something that will definitely happen if the condition in the *if*-clause is met.

Example: *If I get better tomorrow, I'll go to school.*

Key

1. **e**	2. **c**	3. **f**	4. **a**
5. **h**	6. **b**	7. **d**	8. **g**

4 Ask Ss to combine the sentences or rewrite them to make conditional sentences. Tell them that they have to read the sentences carefully before deciding whether to use type 0 or type 1.

Key

1. If the baby is crying, he may be hungry. / The baby may be hungry if he is crying. (*type 1*)
2. If you travel on a budget flight, you have to pay for your drinks and food. / You have to pay ... if you travel ... *(type 0)*
3. If the weather is fine, I walk to work instead of driving. / I walk ... if the weather is fine. *(type 0)*
4. If people start using more solar energy, there will be less pollution. / There will be ... if people start using ... *(type 1)*
5. If they have no homework, they usually play soccer. / They usually play ... if they have ... *(type 0)*
6. If you travel by train, it takes five hours to get to Nha Trang. / It takes ... if you travel ... *(type 0)*
7. If the government reduces / manages to reduce the use of fossil fuels, our city will become a more liveable place. / Our city will become ... if the government reduces / manages to reduce ... *(type 1)*

4 Combine the sentences or rewrite them to make conditional sentences. Decide whether to use type 0 or 1.

Example:

You get to the airport early. Wait for me in the lounge.

⇒ *If you get to the airport early, wait for me in the lounge.* (type 0)

1. The baby is crying. He may be hungry.
2. You travel on a budget flight, so you have to pay for your drinks and food.
3. Whenever the weather is fine, I walk to work instead of driving.
4. People start using more solar energy. There will be less pollution.
5. They usually play soccer when they have no homework.
6. You travel by train. It takes five hours to get to Nha Trang.
7. The government plans to reduce the use of fossil fuels. Our city will become a more liveable place.



DO YOU KNOW...?

- Conditional sentences type 0 are used to talk about a scientific fact or something that is generally true. They often express habitual or automatic results. 'If' can often be replaced by 'when'.

Forms:

***If*-clause**	**Main clause / Result clause**
present tenses	present simple imperative form

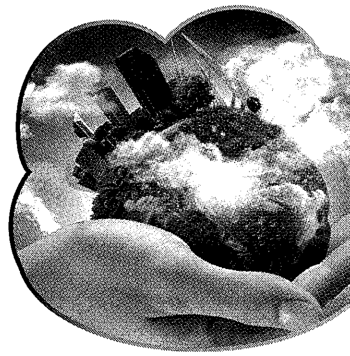
Examples:

- *If you* ***heat*** *ice, it* ***melts.***
- *If unemployment* ***is rising,*** *people* ***tend*** *to stay in their current jobs.*
- *If someone* ***phones,*** *please* ***ask*** *them to leave their message, name and number.*

SKILLS

READING

Tomorrow's city



1 Use a dictionary to find the meaning of the words in the box. Then complete the sentences with their correct forms.

detect (v)	promote (v)	warning (n)
sensor (n)	insoluble (adj)	dweller (n)

1. The government has issued a(n) ____________ that there might be another powerful earthquake.
2. Many devices have been invented to help doctors to ____________ diseases early.
3. This lamp has a(n) ____________ inside. You can adjust its brightness by touching the base.
4. The government has suggested different policies to ____________ economic growth.
5. Air pollution is a(n) ____________ problem in this city.
6. Many city ____________, especially in developing countries, still live in poverty.

2 Read the text about Superstar City and choose the best title for it.

a. Superstar City's Infrastructure Network
b. Superstar City – A Safe Place to Live
c. A Safe and Green City

Now is the year 2060. Barbara is an engineer working for Hi-tech Operation Centre of Superstar City. Her job is to detect and analyse any threats to public safety such as floods, earthquakes, and even pollution. Thanks to various sensors installed in every home and public place, Barbara's centre can predict probable disasters, identify their locations and send a rescue team to help the people in danger. If warnings and assistance are given in good time, people's lives are well protected.

Barbara's husband, Mark, is working for Eco Infrastructure Network, whose main function is to deal with urban environmental problems to make Superstar City greener, cleaner and more

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to form and use question tags. I can use appropriate intonation on question tags. I can distinguish conditional sentences types 0 and 1, and use them to describe a general truth or scientific fact (type 0), or a present / future activity or event that is real or probable (type 1).*

SKILLS

Reading

Tomorrow's city

Lead-in: Inform the class of the lesson objectives: skimming and scanning a text for main ideas and specific information.

1 Ask Ss to look at the picture. Ask some questions as warm-up: *What do the colours indicate? What energy sources will be used in the future? Why is our planet placed in the hand of a person?*

Suggested answers

- The clear, blue sky and green grass indicate that there will be no pollution.
- Wind power (or renewable energy) will be used in the future.
- The future of our planet is in the hands of humans. People's activities will affect life on Earth.

- Have Ss use a dictionary to find the meaning of the words in the box, if necessary, and complete the sentences with the correct forms of these words.
- Explain the difference between *inhabitant* and *dweller.*

Notes

Inhabitant and *dweller* have a similar meaning: a person or animal that lives in a particular place. The difference is mainly in their collocations (especially in compounds).

Examples:

- the inhabitants of New York City / New York City's inhabitants
  (structure: *inhabitant(s) of + location / location's inhabitant*)
- city dwellers, town dwellers, apartment dwellers (all compounds)
  (structure: *location + dwellers*)

Key

1. a warning	2. detect	3. a sensor
4. promote	5. an insoluble	6. dwellers

2 Tell Ss that they are going to read a text about Superstar City. Ask Ss to read it quickly and choose the best title.

- Check answers as a class. Have Ss explain why options **a** and **b** are not the correct answers: **a** focuses only on one part – the city's infrastructure; **b** emphasises only the safety aspect, not its eco-friendliness.

Key

c. A Safe and Green City

sustainable. Mark and his colleagues are city planners. They design and carry out projects aiming to reduce fossil fuel consumption, find renewable fuels for public transport, and promote other clean air efforts. Thanks to these projects, city dwellers mainly use wind and sun energy for cooking, lighting and heating their homes. To ensure there is no shortage of fresh water, wastewater is treated and turned into drinking water. These projects have proved to be very effective in dealing with global climate change, which was considered an insoluble problem in the first thirty years of this century.

Like most Superstar City dwellers, Barbara and Mark are quite happy with their life and work. They have to work only four days a week, four hours a day. Everybody has more time for study, entertainment and relaxation. This safe, environmentally friendly city is like a paradise for its inhabitants who can enjoy the highest quality of life.

3 Read the text again and answer the questions.

1. What do Barbara and Mark do?
2. How can Barbara's centre predict and locate disasters?
3. What is the main function of Eco Infrastructure Network?
4. Find one example of people's efforts to make the city cleaner and greener.
5. Why are Superstar City dwellers happy with their life and work?

4 Complete the following summary about Superstar City, using the words in the text.

It is the year 2060. Superstar City is a (1) ________ place to live in. Its Hi-tech Operation Centre is capable of (2) ______________ and locating any (3) ____________ to public safety. This is also a clean and green city where environmentally friendly (4) ________ sources are used. The city planners design and (5) ______________ projects which aim to (6) ____________ global climate change. Superstar City is a (7) ______________ for city dwellers who can enjoy the highest quality of life.

5 Do you think that our cities will all be like Superstar City in the year 2060? Explain your reasons.

SPEAKING

Predictions

1 Choose sentences (a-d) to complete the conversation between two Londoners.

a. Anything else?
b. This means there'll be no pollution, will there?
c. London won't be a good place to live in, will it?
d. How will they do that?

Mary: What are you reading, Jack?

Jack: I'm reading some predictions about London in 2050.

Mary: (1) ______________________

Jack: On the contrary, it will be. Although it's now a stressful and overcrowded city with lots of traffic jams and pollution, there are plans to improve the situation.

Mary: (2) ______________________

Jack: Well, they'll build smart underground transport networks. The city will no longer be full of cars!

Mary: Unbelievable. (3) ________________

Jack: Many eco parks will be built, and they'll be watered by treated wastewater.

Mary: (4) ________________

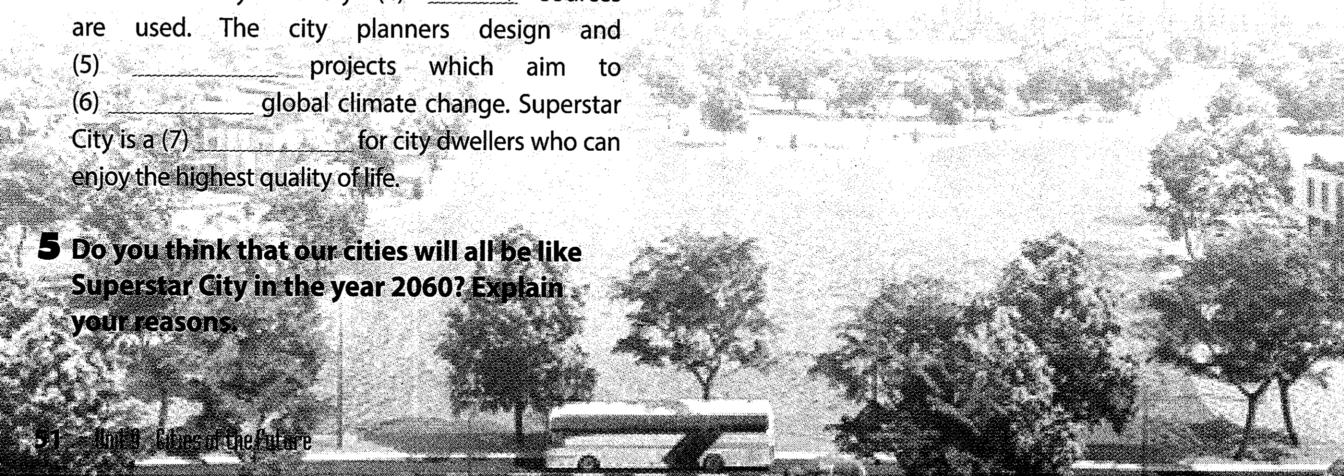
Jack: That's right. London will be cleaner and more sustainable.

Mary: Sounds great! I hope I can see their plans come true.

2 Answer the questions.

1. What are London's current problems?
2. What are people's efforts to solve the problems?
3. Will London be a good place to live in 2050?

3 Practise the conversation with a partner.



3 Have Ss work in pairs and practise asking and answering questions.

Key

1. Barbara is an engineer and Mark is a city planner.
2. It can predict and locate probable disasters by using the sensors installed in every home and public place.
3. Its main function is to deal with urban environmental problems to make Superstar City greener, cleaner and more sustainable.
4. An example is people's use of renewable fuels for cooking, lighting and heating.
5. Because they have more time for study, entertainment and relaxation; they can enjoy the highest quality of life.

4 Ask Ss to read through the summary about Superstar City and decide which part of speech (noun, adjective, or verb) may fit in each gap.

- Tell Ss that they have to use the words in the text.

Key

1. safe	2. detecting	3. threats
4. energy	5. carry out	6. deal with
7. paradise		

5 Have Ss review these key points before they start their discussion:

- *Superstar City is well-protected from any threats; its inhabitants feel safe.*
- *No global climate change; the city's environment is clean and green.*
- *City dwellers' high quality of life.*

- Ask Ss to discuss whether our cities in the year 2060 will provide similar living conditions for their inhabitants.
- Have Ss work in pairs or groups. Ask some pairs / groups to summarise their discussion and present the main ideas to the rest of the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt what a smart city will look like in the future. I can use different reading strategies to skim for main ideas and scan for specific information.*

Speaking

Predictions

Lead-in: Inform the class of the lesson objectives: learning some facts about some big cities and the problems they face, and improving speaking skills by practising a conversation and giving predictions about the cities of the future.

1 Ask Ss to read the conversation quickly to get an overall impression of the text. Then have them read it again and match the sentences (**a-d**) with the gaps (1-4) in the conversation. Check answers as a class.

Key

1. **c** 2. **d** 3. **a** 4. **b**

2 Have Ss identify the main ideas of the conversation by answering the questions.

Key

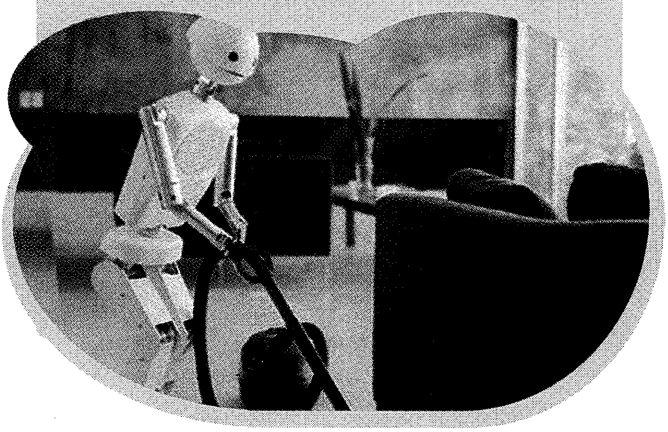
1. London is a stressful and overcrowded city with lots of traffic jams and pollution.
2. They are making plans to improve the transport system and to make London a green city.
3. Yes. It'll be cleaner and more sustainable.

3 Ask Ss to practise the conversation in pairs. Invite some pairs to role-play it in front of the class. Encourage them to use appropriate intonation on the questions.

4 Choose one of the cities below. Use the ideas provided or your own to make a similar conversation.

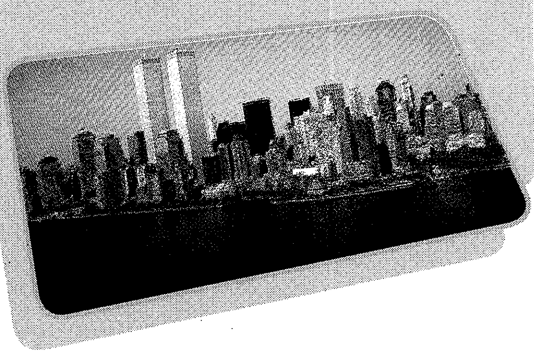
TOKYO in 2050

- Current facts: good infrastructure; overcrowded trains; ageing population
- Future plans: promote advanced technology to make greener cars, faster trains, and more convenient facilities for old people; use robots to do housework
- Aim: to make Tokyo the most liveable city



NEW YORK CITY in 2050

- Current facts: crowded public transport; piles of smelly rubbish; ageing electricity network
- Future plans: promote self-driving electric taxis; use city's building roofs for gardens fertilised with compost; build plants to turn waste into energy; build offshore wind farms
- Aim: to make New York City an eco city



5 Work with a partner. Make predictions about a future city in Viet Nam. Take notes.

LISTENING

A better or worse place to live in?

1 Discuss with a partner.

- Which of the problems shown in the pictures currently exist in big cities in Viet Nam?
- Do you think they will be solved in the next twenty years?



a. traffic jam



b. untreated waste



c. air pollution



d. slums



e. fresh water shortages



f. water pollution

2 Listen to a talk on predictions about our future cities. Underline the words or phrases that you hear.

a. pessimistic **b.** optimistic
c. climate change **d.** global warming
e. overcrowded **f.** overpopulation
g. capable **h.** available

4 Have Ss work in pairs. They should choose one city and make a similar conversation.

- Encourage Ss to use question tags to check information or ask for agreement: *Tokyo's trains are overcrowded during the rush hour, aren't they? New York City will be an eco city in 2050, won't it?*

5 Ask Ss to work in pairs and choose one city in Viet Nam.

- Suggest some ideas for Ss' discussion including current facts such as the environment, people's quality of life and infrastructure; future plans and predictions about the city.
- Ask Ss to take notes of the ideas and predictions they brainstorm for later use in the **WRITING** section.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt some facts about some big cities and the problems they face. I can discuss their future plans and make predictions about their future.*

Listening

A better or worse place to live in?

Lead-in: Inform the class of the lesson objectives: listening for specific information in a talk on predictions about our future cities.

1 Have Ss look at the pictures and discuss the questions with a partner.

- Ask Ss some additional questions: *Are there any plans to deal with these problems now? How will the problems be solved in the future?*

Suggested answers

- All these problems currently exist in big cities in Viet Nam like Ha Noi and Ho Chi Minh City.
- It's likely that many of them will be solved in the next twenty years, as local authorities are taking measures to deal with them step by step.

2 This activity focuses on some of the words and phrases that can be heard in the talk.

- Explain the meaning of any unfamiliar words, if necessary.
- Play the recording without pausing. Ask Ss to listen and underline the words or phrases that they hear.

Key a, b, d, e, h

Audio script

People have very different opinions about the cities of the future. Those who are pessimistic think that our cities will become more and more polluted, so they will no longer be safe and healthy places to live in. Pessimists point out that both global warming and pollution have increased rapidly over the past twenty years, but governments have no effective ways to control them. There are no signs that this problem will be solved in the future. In addition, more and more people are leaving the countryside and moving to big cities to look for work. As a result, cities will become overcrowded. This means there will be more people, more waste and heavier traffic. All these factors will lead to more pollution.

On the other hand, optimistic people believe that city dwellers will have a better life thanks to important achievements in technology and medicine. Modern machines and well-equipped hospitals in cities will provide better, quicker and more effective treatment for people. How about environmental problems? Optimists also think that scientists will find ways to cut down the cost of renewable energy sources and make them available to everybody. They hope that these energy sources will step by step replace fossil fuels such as gas, coal and oil in the next twenty years. Then city dwellers will live in a cleaner and healthier environment.

3 Listen again. Decide which of the following predictions will come true (T) and which will not (NT), according to the two kinds of viewpoints. Tick the correct box.

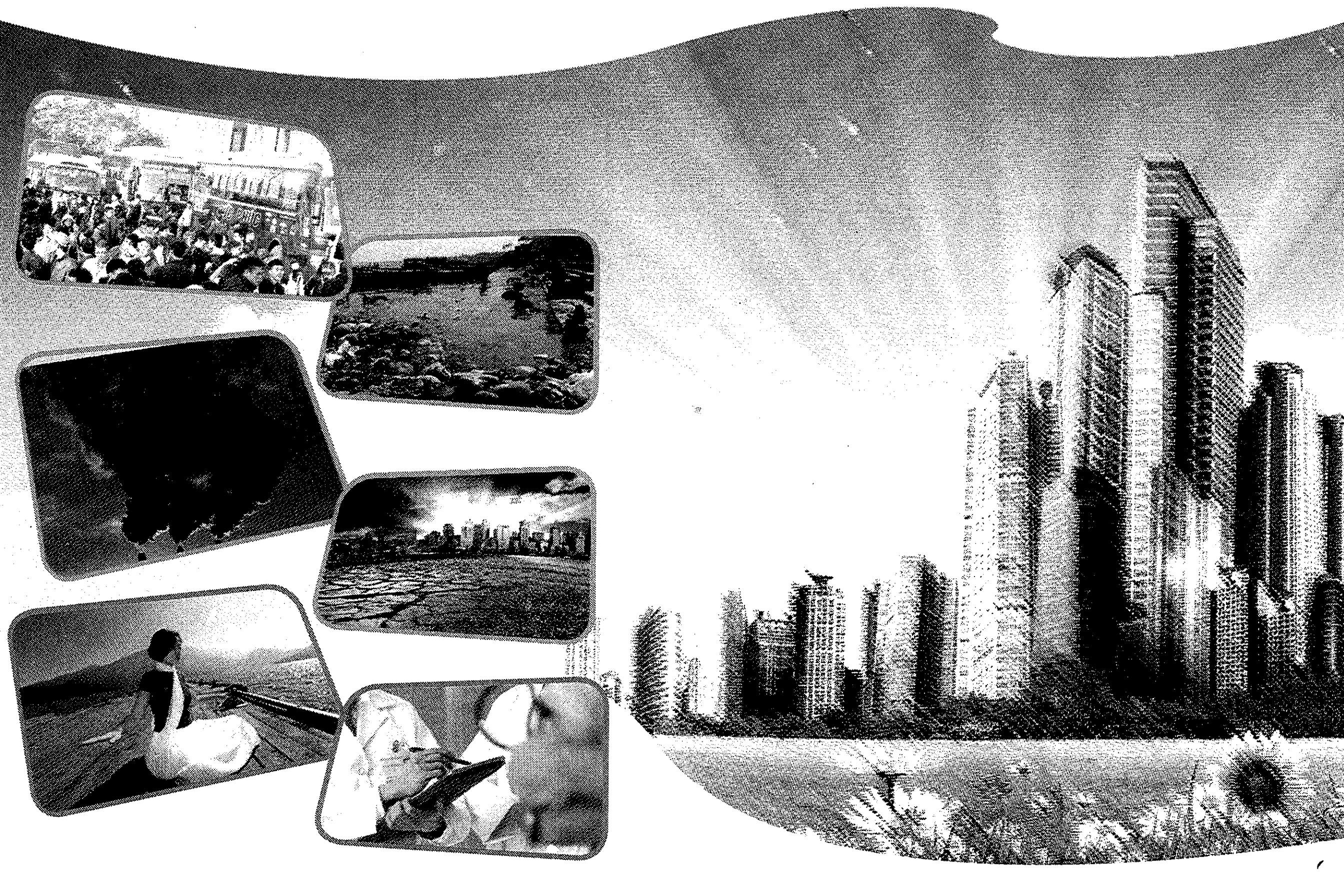
	T	NT
According to the pessimistic viewpoint:		
1. Pollution will continue to be a serious problem in the city.		
2. Global warming will slow down because of governments' efforts.		
3. A lot of people will leave the city to work in the countryside.		
4. Cities will be overpopulated and traffic will be heavy.		
According to the optimistic viewpoint:		
5. City dwellers will enjoy better health care and medical treatment.		
6. Renewable energy sources will replace non-renewable ones.		
7. People in the city will be able to use renewable energy free of charge.		

4 Listen again and complete the summaries of the two viewpoints.

1. According to the pessimistic viewpoint, our future cities will not be safe and ____________ places to live in. Governments have no ____________ ways to control pollution, which will continue to be a serious problem in the future. Moreover, cities will become ____________, which means there will be more waste and ____________ traffic.

2. According to the optimistic viewpoint, city dwellers will have a better life thanks to advances in technology and ____________. Furthermore, the environmental problems will be solved. ____________ energy sources will gradually replace ____________ fuels in the next twenty years.

5 Which viewpoint do you agree with, the optimistic or pessimistic? Provide your reasons.



3 Have Ss listen again for more specific details and decide whether each prediction will come true or not according to each viewpoint.

Key

1. T	2. NT	3. NT	
4. T	5. T	6. T	7. NT

4 Ask Ss to read through the summaries of the two viewpoints in the talk and try to complete the sentences.

- Play the recording again for Ss to check their answers. If Ss cannot find the words to complete the sentences, stop the recording after the sentence containing the appropriate information or word.
- Ask Ss to compare their answers with a partner. Check answers as a class.

Key

1. healthy; effective; overcrowded; heavier
2. medicine; Renewable; fossil

5 Ask Ss some warm-up questions before they start the discussion.

Do you think our cities will be better or worse than they are now? What factors do you need to consider? Are you an optimist or a pessimist?

- Consider these points: environmental problems, people's use of energy sources, achievements in technology and medicine, etc.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?
- Elicit answers: *I have learnt about two different viewpoints on our cities in the future. I can listen for specific information to determine true or false statements, and for key words to complete summaries.*

WRITING

Different predictions

1 Hung and his friend Tanaka are exchanging emails about the future of their cities. Read Tanaka's email and answer the questions.

Send | Chat | Attach | Address | Fonts | Colors | Save As Draft

To: **Hung Le**

Cc Bcc:

Subject: **Tokyo of the future**

Account:

Dear Hung,

I received your email last week, but I couldn't answer your question right away. You asked me what Tokyo would look like forty years from now. What a difficult question! To tell you the truth, I have had to think very hard and have finally come up with two predictions.

If I take an optimistic viewpoint, I think Tokyo will be a more liveable city. Now it has quite a good public transport system. But people still complain about overcrowded trains during the rush hour. That's why I believe the government will use advanced technology to build faster trains and make people's life more comfortable. What's more, robots will be used to help with the housework. Thus, people will have more time for relaxation.

But if I take the pessimistic viewpoint, Tokyo won't be a safe place to live in. Nuclear and radiation accidents have always scared me. People's lives will also continue to be threatened because of the continuous risk of earthquakes and tsunamis here.

Well, Hung, I hope you are satisfied with my answer. And here is my question: What will Viet Nam's capital city look like in the future? I'm looking forward to your reply.

With best wishes,

Tanaka

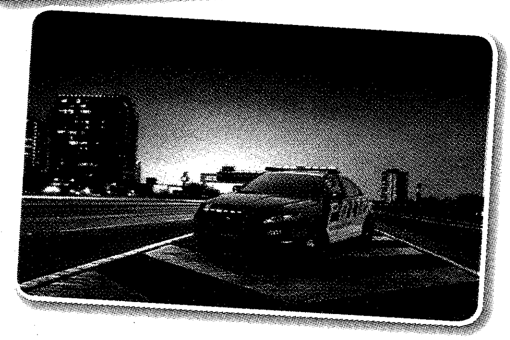
1. Why did Tanaka write this email?
2. Why does Tanaka think Tokyo will be a more liveable city?
3. What makes Tokyo an unsafe place to live in according to Tanaka?
4. What does Tanaka want to know?

2 Put the sections of the email in the correct order.

a. Subject of the email
b. Reasons for writing the email
c. Salutation
d. Closing
e. Sender's name
f. Sender's predictions and explanations
g. Recipient

3 Use the information below about New York City to write an email of about 160-180 words to a friend.





NEW YORK CITY in 2050

- **Optimistic viewpoint** (NYC – an eco city):

  promote self-driving electric taxis ⇒ to deal with crowded public transport; use city's building roofs for gardens fertilised with compost ⇒ to recycle rubbish and reduce pollution; build offshore wind farms ⇒ to replace ageing electricity network

- **Pessimistic viewpoint** (NYC – an unsafe place):

  failure to control the use of guns ⇒ high crime rates; natural disasters (floods, storms) and effects of global warming ⇒ flooding and damaged infrastructure

4 Write your predictions about a future city in Viet Nam in an email of 160 words to a friend. You can use the ideas brainstormed in the SPEAKING section (5).

Writing

Different predictions

Lead-in: Inform the class of the lesson objectives: expressing views and writing an email to a friend about life in a city in the future.

1 Ask Ss to read the email and answer the questions.

- Draw Ss' attention to the two different viewpoints on life in Tokyo 40 years from now on.

Key

1. To answer Hung's question about Tokyo in the future.
2. Because the government will use advanced technology to deal with the transport problem and make people's life easier and more comfortable.
3. Tokyo is threatened by nuclear and radiation accidents and natural disasters (earthquakes and tsunamis).
4. Tanaka wants to know Hung's viewpoint on Viet Nam's capital city in the future.

Notes

during / in the rush hour (BrE); at rush hour (AmE)

2 The focus of this activity is identifying different parts of an email. Ask Ss to read through the list (**a-g**) and put the parts in the order they appear in the email.

Key

1. **g** (Recipient)
2. **a** (Subject of the email)
3. **c** (Salutation)
4. **b** (Reasons for writing)
5. **f** (Sender's predictions and explanations)
6. **d** (Closing)
7. **e** (Sender's name)

3 Ask Ss to work in pairs and discuss the suggested ideas about New York City.

- Have Ss write their drafts individually, and then exchange them with a partner for peer feedback. Encourage Ss to make revisions, if necessary.
- Collect some of the Ss' final drafts and give comments.

4 This activity is optional. Have Ss do it in class, if there is enough time; or assign it as homework.

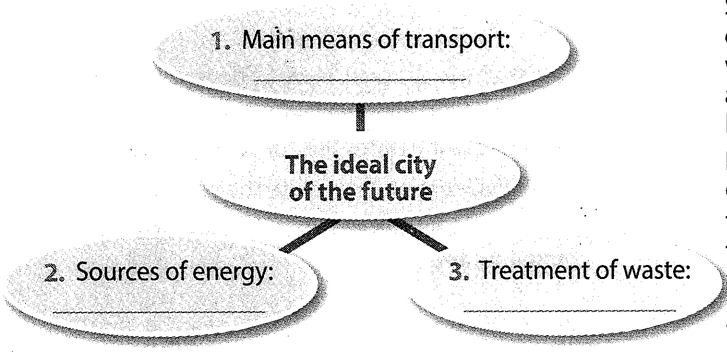
- Ask Ss to use the notes they have made in the **SPEAKING** section **5** to write their email.
- Collect Ss' drafts in the next lesson for further comments and grading.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can write an email to a friend and express different viewpoints on city life in the future.*

Communication

1 Use the information about the cities mentioned in this unit (London, Tokyo, New York City, and Superstar City) and complete the diagram about the ideal city of the future.



2 Discuss the questions in groups.

1. What will the ideal city of the future look like?
   You can talk about its means of transport, environmental conditions, energy sources, treatment of waste, climate, etc.
2. How do you think an ideal city should be created: by upgrading an existing one or by building a completely new one from scratch?

Culture

1 Read the text about Songdo, a smart city, and complete the table below.

Location	(1)
Area	(2)
Construction start time	(3)
Estimated population in 2020	(4)

Songdo International Business District in South Korea was started from scratch in 2005 and is still being built for the future. Its construction is based on the world's best technologies and eco-friendly practices.

Located about 60 km southwest of Seoul, this 53.3-square-kilometre eco city has been planned around a central park and designed so that every resident can walk to work in the business district. People can enjoy walking in the city park or riding bicycles in the city.

The waste disposal system here is also innovative. There are no rubbish trucks or waste disposal bins in the streets. Instead, all household and office waste is sent directly through an underground network of tunnels to waste processing centres. The waste is then automatically sorted, deodorised and treated. The aim is to eventually convert it into renewable energy for the community.

Sensors are widely used to monitor temperature, energy use and traffic flow. These sensors can warn the local authority about any problems and allow inhabitants to control the heating systems or household devices.

High-speed Wi-Fi is provided everywhere. Government offices and schools are connected to the network. This allows office workers to use teleconferencing for meetings and students to attend classes at home.

Attracting inhabitants, however, has been slow. Five years after its launch, only about 20% of the commercial space was occupied. But the developers are very optimistic about this city of the future. By 2020, they predict that more than 65,000 people will live and work in Songdo. They believe that it is on the right track to become one of the smartest and greenest cities in the world.

2 Decide whether the following statements about Songdo are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1. Songdo is a city developed from an existing one.			
2. The most advanced technologies are used in the construction of Songdo.			
3. Special bicycle lanes are designed for Songdo's inhabitants.			
4. Rubbish trucks collect household and office waste and transport it to processing centres every day.			
5. Songdo's traffic can be controlled with the help of sensors.			
6. The Wireless Internet network covers the whole city.			
7. Five years after the opening of the city, most of its residential space was occupied.			

3 Discuss with a partner.

Would you live in Songdo if you had a chance? Why or why not?

8-T.ANH 11T2-SGV-B

COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: developing discussion skills and enriching cultural knowledge.

Communication

1 This activity provides further speaking practice.

- Ask Ss to refer to the information about the cities mentioned in the unit, select the relevant details (about transport, energy sources and treatment of waste) for their ideal city of the future.
- Have Ss complete the diagram with the appropriate details.
- Ask Ss to work with a partner to compare their answers.

Suggested answers

1. Public transport (eco-buses / smart underground transport networks)
2. Renewable sources of energy: wind and sun power
3. – Waste is treated and turned into energy or fertilisers.
   – Wastewater is treated and turned into drinking water.

2 Have Ss work in groups and use the information in the diagram to answer the questions.

- Ask them to expand on the answers by adding other aspects of the ideal city: climate or weather conditions, inhabitants' working conditions, medical facilities, etc.
- Check Ss' understanding of the second question. Explain words and expressions such as 'upgrading' and 'from scratch'. If necessary, mention some of the new cities planned around Ha Noi: Son Tay will be a city of culture, history, resorts and tourism; Xuan Mai will specialise in services and support industries and handicrafts; Soc Son will specialise in services for Noi Bai International Airport.
- Ask representatives of different groups to report their groups' opinions to the rest of the class.

Culture

1 Have Ss read the text about Songdo, a smart city, and complete the table.

- Before Ss read the text, ask them to go through the four points in the table to make sure they know the types of information they need to look for.
- Set a time limit for the first reading and ask Ss to scan the text rather than trying to read and absorb all the information.

Key

1. 60 km southwest of Seoul, South Korea
2. 53.3 square kilometres
3. 2005
4. more than 65,000 people

2 Ask Ss to read the text again to decide whether the statements are true, false, or not given.

- Encourage Ss to read more carefully this time. Explain any unfamiliar words or expressions, if necessary.
- Have Ss compare their answers with a partner.
- Check answers as a class. If time allows, ask Ss to correct the false statements.

Key

1. F 2. T 3. NG
4. F 5. T 6. T 7. NG

3 Have Ss discuss the questions in pairs. After the discussion, ask some pairs to report their opinions to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have improved my speaking and reading skills. I can talk about my ideal city of the future. I have learnt about a smart city in Asia built from scratch.*

LOOKING BACK

Pronunciation

1 Decide whether the question tags in B's responses have a rising or falling intonation. Mark ↗ (rising intonation) or ↘ (falling intonation) after the question tags.

1. A: Global warming will continue to be a big threat to life on Earth.
   B: Then we can't afford to ignore its effects any longer, can we?
2. A: I think the use of fossil fuels causes pollution.
   B: Then we should stop using them, shouldn't we?
3. A: Did you see the game show last night?
   B: I did. It was fantastic, wasn't it?
4. A: What's the weather forecast?
   B: It's going to rain. Don't forget your raincoat, will you?

2 Listen and repeat the sentences in 1. Pay attention to the intonation on the question tags.

Vocabulary

Complete the sentences with the correct form of the words or phrases in the box.

overcrowded	advanced technology
infrastructure	city dweller
urban planner	detect

1. Local authorities should find ways to limit the use of private cars and encourage ________ to use public transport.
2. The ________ of our city needs upgrading. It's in an extremely poor condition now.
3. I hate travelling during the rush hour. The trains and buses are all ________.
4. My father is very optimistic about the future of our city. He believes the government will use ________ to solve the pollution problems successfully.
5. Researchers are developing low-cost devices that can ________ water pollutants in rivers and lakes.
6. While carrying out projects to develop a city, ________ look at the needs of local people and the environment in order to maintain natural habitats and biodiversity.

Grammar

1 Complete the sentences with the correct question tags.

1. Let's save paper by using both sides of the sheet, ________?
2. Everybody wants to live in a clean and green place, ________?
3. There are waste processing plants in this city, ________?
4. Please don't smoke here, ________?
5. I suppose you've got a new job, ________?
6. Nobody wants to get stuck in a traffic jam, ________?
7. People shouldn't leave rubbish in public parks, ________?
8. This is what you need, ________?

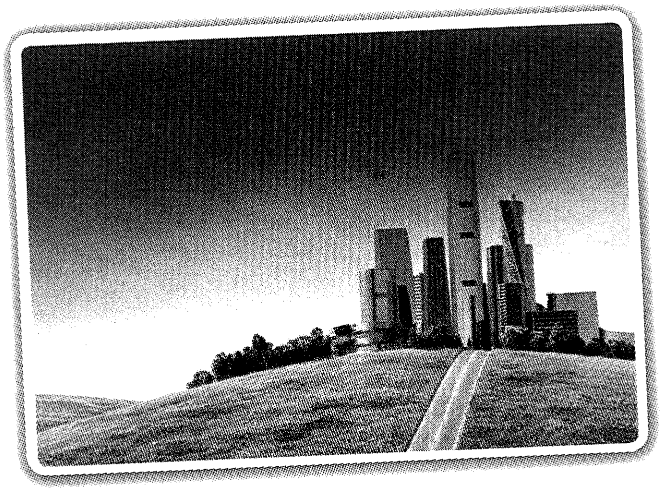
2 Answer the questions, using conditional sentences.

Example:

– *What happens if we heat ice?*

– *If we heat ice, it melts.*

1. What happens if flowers are not watered?
2. What do you expect your teacher to do if you make a mistake?
3. What do people in tall buildings need to do if there is an earthquake?
4. What colour do you get if you mix blue and yellow?
5. What number do you dial if there is a fire?
6. If you don't have to go to school in the morning, what time do you usually get up?
7. Who do you usually ask for help if you are in trouble?
8. Where do you usually go if you want to enjoy some fresh air?



LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

Pronunciation

1 Help Ss to review the intonation patterns for question tags (rising intonation to check information, and falling intonation to ask for agreement or confirmation).

- Play the recording. Have Ss write the symbols indicating rising and falling intonation after the question tags.
- Ask Ss to work with a partner to compare their answers.
- Play the recording again. Have Ss listen and confirm answers. Check answers as a class.

Key 1. ↘ 2. ↗ 3. ↘ 4. ↗

2 Play the recording. Ask Ss to repeat individually and chorally.

- Have Ss practise saying the exchanges out loud in pairs. Invite some pairs to role-play them in front of the class. Praise Ss who try to use appropriate intonation.

Audio script

1. A: Global warming will continue to be a big threat to life on Earth.
   B: Then we can't afford to ignore its effects any longer, <u>can we?</u> ↘
2. A: I think the use of fossil fuels causes pollution.
   B: Then we should stop using them, <u>shouldn't we?</u> ↗
3. A: Did you see the game show last night?
   B: I did. It was fantastic, <u>wasn't it?</u> ↘
4. A: What's the weather forecast?
   B: It's going to rain. Don't forget your raincoat, <u>will you?</u> ↗

Vocabulary

- The six words and phrases in the box are the ones most frequently used in the unit. Have Ss write them in the correct gaps, making changes to the word forms if necessary.

Key

1. city dwellers	2. infrastructure
3. overcrowded	4. advanced technology
5. detect	6. urban planners

- Extend the activity by asking Ss to make their own sentences with these words and phrases.

Grammar

1 The aim of this activity is to help Ss to revise question tags.

- Ask Ss to underline the verbs in the main sentences and decide what verb forms they need to use in the question tags.
- Have Ss work in pairs first. Then ask them to swap pairs and compare answers. Check answers as a class.

Key

1. shall we	2. don't they
3. aren't there	4. will you
5. haven't you	6. do they
7. should they	8. isn't it

2 Ask Ss to work in pairs and discuss the answers to the questions.

- Explain to Ss that the questions are about scientific facts, general truths, and habitual or automatic results; therefore, both clauses use the present simple as in type 0 conditionals. Ss should also use conditional sentences type 0 in their answers.
- Have Ss practise asking and answering questions in pairs.
- Invite Ss from different pairs to write the sentences on the board. Check answers as a class.

Suggested answers

1. Flowers die if they are not watered. / If flowers are not watered, they die.
2. I expect my teacher to correct my mistake if I make one. / If I make a mistake, I expect my teacher to correct it.
3. People need to leave tall buildings quickly if there is an earthquake. / If there is an earthquake, people need to leave tall buildings quickly.
4. I get green if I mix blue and yellow. / If I mix blue and yellow, I get green.
5. I dial (the emergency number) 114 if there is a fire. / If there is a fire, I dial 114.
6. If I don't have to go to school in the morning, I usually get up at 8. / I usually get up at 8 if I don't have to go to school in the morning.
7. I usually ask my best friend for help if I'm in trouble. / If I'm in trouble, I usually ask my best friend for help.
8. I usually go to the park if I want to enjoy some fresh air. / If I want to enjoy some fresh air, I usually go to the park.

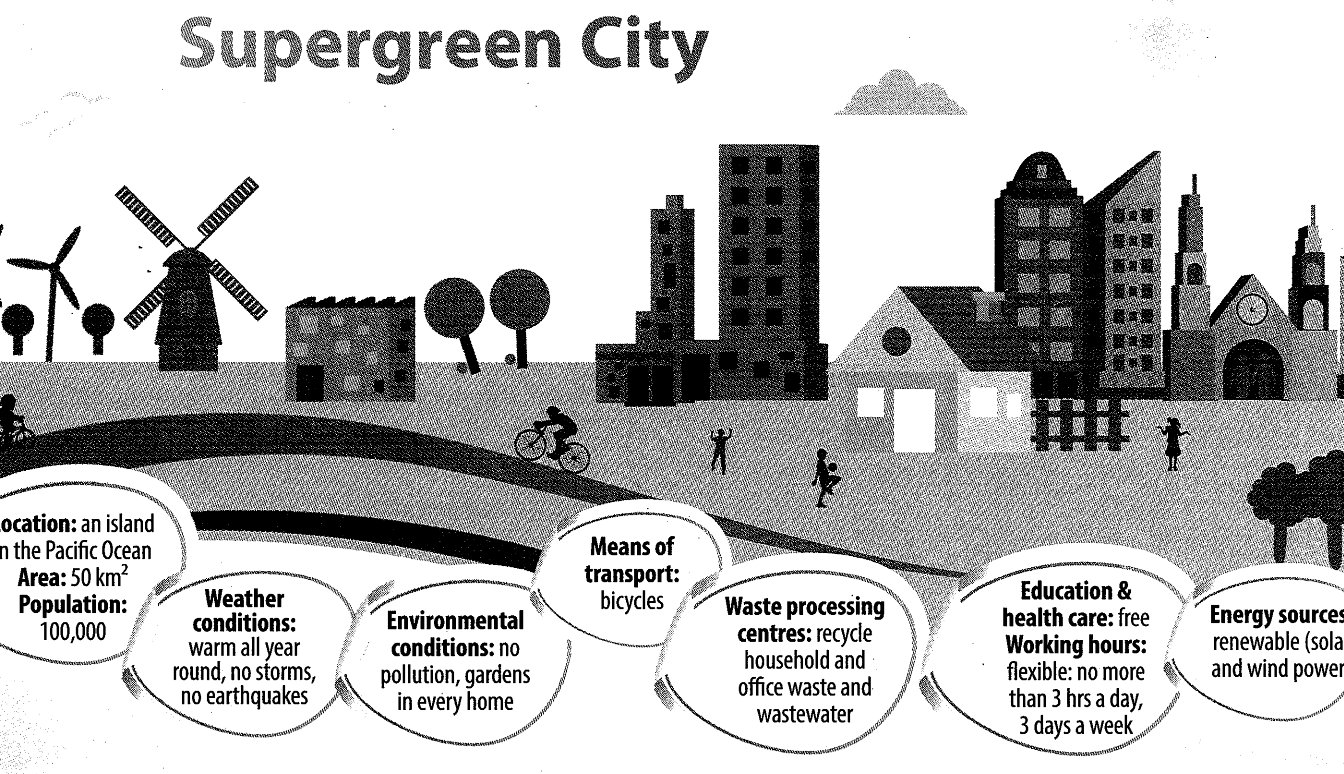
PROJECT

1 Work in groups of four to six. Discuss and decide on your ideal city of the future. You can expand the ideas you brainstormed in the COMMUNICATION section. Include the following points:

- The city's name
- Geographical features: location, area, population, weather conditions
- Infrastructure: means of transport, environmental conditions, energy sources, treatment of waste
- People's life and work: education, health care, working hours

Take notes of your group's ideas and think about how to organise them. Then design a poster to promote your ideal city. Add some pictures to illustrate it. You can use the example below or your own ideas.

Example:



2 Introduce your poster to the class. Present the features of your city and explain what makes it the most liveable city in the world.

NOW YOU CAN

- ▶ Talk about life in the city of the future
- ▶ Identify and use appropriate intonation on question tags
- ▶ Use question tags to check information or ask for agreement, and conditional sentences type 0 to talk about a scientific fact or something that is generally true
- ▶ Write an email to give your predictions about the future of a city

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?
- Elicit answers: *I can identify and use appropriate intonation on question tags. I can use question tags to check information or ask for agreement. I can use conditional sentences type 0 to talk about a scientific fact, something that is generally true, or a habitual or automatic result.*

PROJECT

Lead-in: Inform the class of the lesson objectives: further exploring the topic in a collaborative way.

1 For this project, Ss work in groups to design a poster of their ideal city.

- Have Ss look at the sample poster. Draw their attention to the information they should provide in the poster.
- Ask Ss to review the ideas they brainstormed in the **COMMUNICATION** section (**2**) and add more information.
- Ask them to organise their ideas into different groups: geographical features, weather conditions, environmental conditions, waste processing centres, means of transport, education and health care, energy sources, etc.
- Encourage them to add pictures to make their poster look more attractive.

2 Have Ss put up their posters on the board or classroom walls.

- Ask each group to introduce their ideal city to the class, highlighting the features that will make their city the most liveable and sustainable in the world.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?
- Elicit answers: *I can design a poster about an ideal city of the future. When working in groups, I have learnt to collaborate with others.*

Unit 10 HEALTHY LIFESTYLE AND LONGEVITY

GETTING STARTED

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to healthy lifestyle and longevity

Pronunciation

Intonation: Invitations, suggestions, polite requests, uncertainty and surprise

Grammar

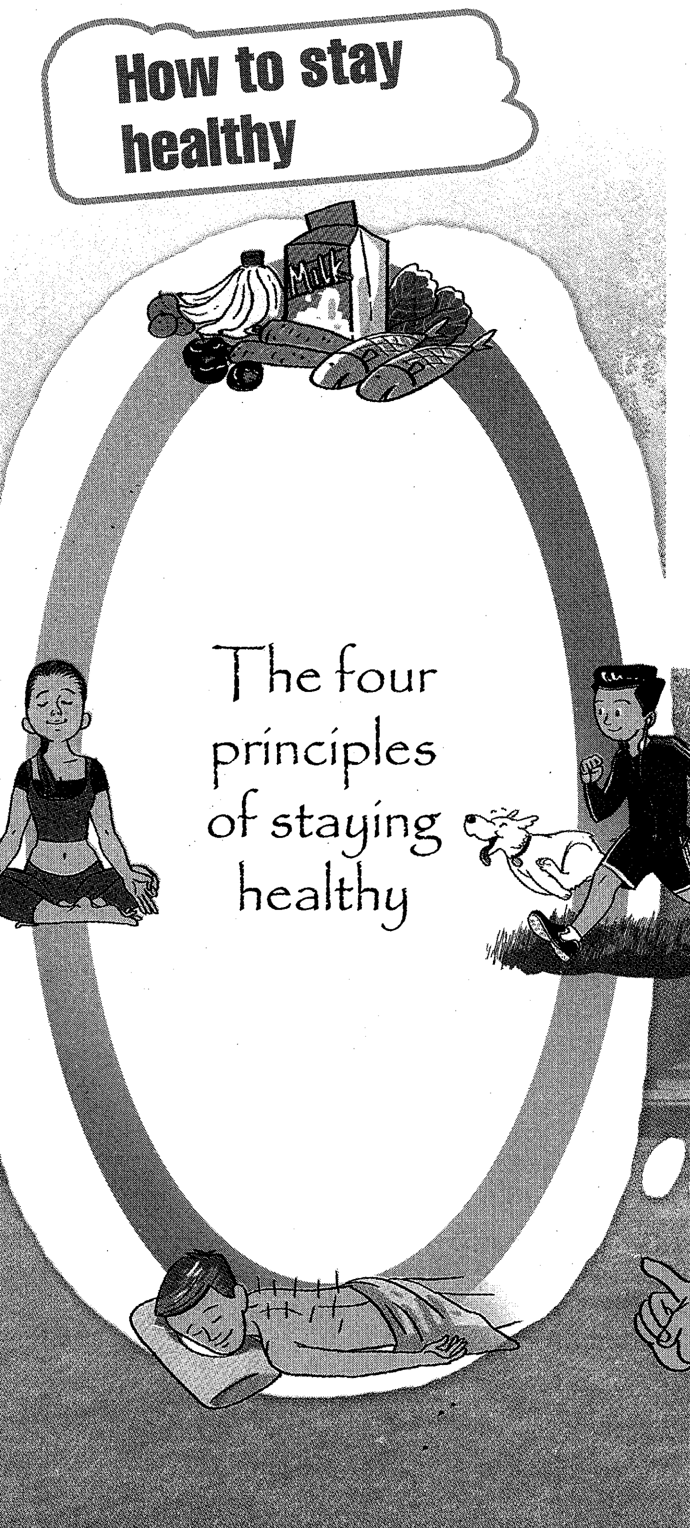
- Reported speech with conditionals
- Reported speech with *to*-infinitives and gerunds

SKILLS

- Reading for specific information about factors responsible for the increase in life expectancy
- Giving advice on body care
- Listening for specific information about physical activity precautions
- Writing a story about how young people have changed their lifestyle to overcome a problem

COMMUNICATION AND CULTURE

- Benefits of meditation
- A longevity hot spot in Japan





OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to healthy lifestyle and longevity
- recognise and use fall-rise intonation on statements and questions expressing invitations, suggestions, polite requests, uncertainty and surprise
- use reported speech in different structures (*to*-infinitives, gerunds, and conditionals)
- read for specific information in a text about factors responsible for the increase in life expectancy
- give advice on body care
- listen for specific information in a talk about physical activity precautions
- write a story about how young people have changed their lifestyle to overcome a problem

GETTING STARTED

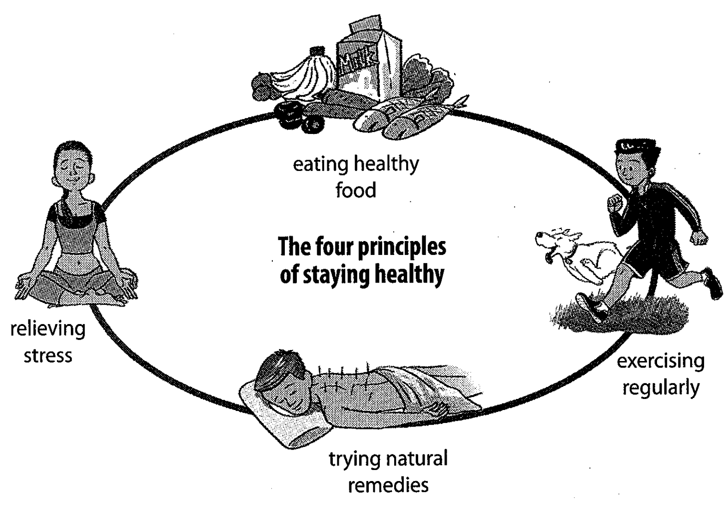
How to stay healthy

Lead-in: Inform the class of the lesson objectives: getting to know the topic, some vocabulary related to lifestyle and longevity, and the two grammar points: conditional sentences and *to*-infinitives / gerunds in reported speech.

1 Tell Ss that they are going to listen to a conversation between Kim and Max.

- Ask Ss to look at the visual diagram illustrating the four principles of staying healthy. Explain that each image represents a principle.
- Play the recording. Have Ss listen and read the conversation silently, and then write the name of the correct principle under each picture.
- Check Ss' answers as a class.

Key



1 Kim is asking Max about a TV health show she missed. Listen and read.

Kim: I missed the health show last night. What was it about?

Max: It was about the four principles of staying healthy. They were introduced by the guest speaker, Dr Quan, a Vietnamese traditional medicine doctor.

Kim: Sounds interesting. What are these principles?

Max: Well, the first one is relieving stress. Stress may weaken your immune system. Dr Quan said if you practised meditation every day, you could keep your mind stress-free.

Kim: Do you agree with him?

Max: He might be right ... I'm not sure.

Kim: OK. What's the next one?

Max: We should consume healthy food such as brown rice, fresh fruit and vegetables. We should also eat more fish and less red meat.

Kim: I agree with him. Yesterday I read an article on the Internet, which claimed you could increase your life expectancy if you ate brown rice, fruit and vegetables. But why less red meat? I don't understand ...

Max: He said red meat is high in fat, which increases the risk of developing heart disease.

Kim: I see. What's the third principle?

Max: Dr Quan advised viewers to exercise regularly.

Kim: You mean ... do a workout every morning?

Max: Working out every day is great, but there are other ways to exercise and stay healthy. He suggested playing sports when you're young, or practising yoga and t'ai chi when you reach middle age.

Kim: OK, his first three principles make sense to me. How about the last one?

Max: When you're feeling unwell, try natural remedies first. Take prescription medicine only when other methods fail.

Kim: Oh, really? Natural remedies? What are they?

Max: Um, things like a massage, acupuncture or even a hot shower.

Kim: A hot shower! Are you joking?

Max: Well, you can watch the show tomorrow if you want. It'll be repeated at 8 in the morning.

Kim: OK, I will.

2 Read the conversation again. Find the verbs that go with the following nouns. Write them in the space provided. If necessary, use a dictionary to check the meaning.

1.	______	stress
2.	______	your immune system
3.	______	meditation
4.	______	your life expectancy
5.	______	a workout
6.	______	yoga and t'ai chi
7.	______	prescription medicine

3 Complete the following notes on Dr Quan's four principles to stay healthy. Write no more than three words in each blank.

1. The first principle is ______.
2. According to the first principle, we can live a stress-free life if ______.
3. The second principle is ______.
4. People who eat lots of red meat are at risk of ______.
5. The third principle suggests ______.
6. Following the third principle, young people should play ______, while middle-aged people should practise ______.
7. In keeping with the fourth principle, people who feel unwell should try ______ and ______ only when other methods fail.

4 Work in pairs. Ask and answer the following questions.

1. Which of Dr Quan's four principles can you apply to stay healthy?
2. Do you agree with all the principles? Why / Why not?

5 Find all the examples of reported speech in the conversation. Write them in the space below.

______
______
______
______
______
______
______
______
______
______

2 This activity focuses on collocations related to health and lifestyles.

- Ask Ss to read the conversation again and find the verbs that go with the nouns or noun phrases.
- Have Ss use a dictionary to check the meaning of these words and phrases.

Key

1. relieve	2. weaken	
3. practise	4. increase	
5. do	6. practise	7. take

3 This activity focuses on comprehension of the conversation.

- Have Ss read the incomplete notes and find the words in the conversation to fill the gaps. Remind them to use the correct word forms.

Key

1. relieving stress
2. we practise meditation
3. eating healthy food
4. developing heart disease
5. exercising regularly
6. sports; yoga and t'ai chi
7. natural remedies; take prescription medicine

4 Ask Ss to work in pairs.

- Have Ss recall Dr Quan's four principles and discuss the questions.
- Invite some pairs to report their discussions to the rest of the class.

5 Have Ss work individually. Ask them to reread the conversation and pick out all the examples of reported speech.

- Have Ss underline the reporting verbs and the verb forms that follow the reporting verbs.
- Draw Ss' attention to the last two examples (sentences 4 and 5). Briefly explain that an infinitive or *-ing* form can be used after a reporting verb in reported speech.

Key

1. Dr Quan said if you practised meditation every day, you could keep your mind stress-free.
2. Yesterday I read an article on the Internet, which claimed you could increase your life expectancy if you ate brown rice, fruit and vegetables.
3. He said red meat is high in fat, which increases the risk of developing heart disease.
4. Dr Quan advised viewers to exercise regularly.
5. He suggested playing sports when you're young, or practising yoga and t'ai chi ...

LANGUAGE

Vocabulary

1 Go through the words and phrases in the box and check Ss' understanding.

- Ask Ss to pay attention to the contextual clues in the incomplete sentences. For example, the words surrounding the gap can help Ss to work out the part of speech and the form of the words to be used in the gap.
- Have Ss complete the sentences individually. In weaker classes, ask Ss to work in pairs. Check answers as a class.

Key

1. cholesterol	2. nutrition
3. natural remedies	4. immune system
5. ageing process	6. meditation
7. Life expectancy	8. boost

2 Introduce some familiar words formed with *free* and *anti-*, e.g. *duty-free (shop)* and *antivirus (software)*.

- Encourage Ss to work out the meaning of these words and the meaning of *free* and *anti-*.

Notes

- duty-free shop: a shop at an airport where you can buy goods without paying tax on them (e.g. perfume, handbags, clothes, etc.)
- antivirus software: software designed to find and destroy computer viruses

Vocabulary

1 Complete the sentences with the right form of the following words and phrases.

immune system	natural remedy
boost (v)	meditation (n)
life expectancy	ageing process
cholesterol (n)	nutrition (n)

1. We need some __________ to help our skin, brain and other organs grow, but too much of it can cause health problems.
2. Each prepackaged food item should have a __________ label that tells you what is inside the food you are eating and lists its parts.
3. People usually try __________ for mild health problems such as colds and headaches.
4. Your body may not be able to fight infections naturally if your __________ is weakened.
5. Sleep, rest and relaxation can slow down the __________.
6. One of the most effective ways to keep your mind stress-free and healthy is __________.
7. __________ of people around the world has increased dramatically over the past years.
8. You should exercise regularly and eat less salt and fat to __________ your health.

2 Use a dictionary to check the meaning of the following adjectives formed with *-free* or *anti-*. Then write a short explanation of the phrases in the space provided. The first one is an example.

1. fat-free milk	*milk that does not contain fat*
2. stress-free lifestyle	__________
3. cholesterol-free foods	__________
4. anti-ageing foods	__________
5. anti-acne diet	__________
6. anti-cholesterol medicine	__________

Pronunciation

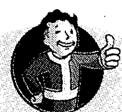
Intonation: Invitations, suggestions, polite requests, uncertainty and surprise

1 Listen and repeat. Pay attention to the fall-rise intonation (↘↗).

1. Another drink?
2. You're thirty years old? You look a lot younger.
3. I'm not sure.
4. Could you explain that again, please?
5. Now, let me think …

2 Listen and mark ↘↗ (fall-rise intonation). Then practise with a partner.

1. A: Will you do me a favour?
   B: Sure. What can I do for you?
2. A: I think acupuncture can reduce your pain.
   B: Really?
3. A: Would you like another cup of tea?
   B: No, thanks. I've had enough.
4. A: What do you think about natural remedies?
   B: Um … They might be effective …
5. A: Fast food is not good for your health. Try not to eat too much of it.
   B: OK, I'll try.
6. A: Mr Brown, did you hear the news? What do you think about the project to build a new airport in our neighbourhood?
   B: Well, let me collect my thoughts …



DO YOU KNOW…?

- We use fall-rise intonation when we are uncertain or can't really answer a question, but try to be as helpful as possible. The fall-rise can also suggest that there is more to be said.
  Example:
  – *I'm not* ***sure****.* ↘↗
  – *I can give you some* ***advice****.* ↘↗
- We can use rising (↗) or fall-rise (↘↗) intonation with questions, for example, to request information, make suggestions, or invite someone to do something or have something. The fall-rise intonation sounds friendlier and more polite.
  Example:
  – *Is this your phone?* ↘↗
  – *Would you like more tea?* ↘↗

- Explain to Ss that *free* is used to form compound adjectives, which are usually hyphenated. On the other hand, *anti–* is used as a prefix to form adjectives or nouns, which can be spelled with or without a hyphen, e.g. *anti-aircraft* (adj), *anti-alcoholism* (n), *anticlockwise* (adj), *antidepressant* (n, adj).

Key

free: without, not containing; *anti-*: against, preventing, opposite

2. lifestyle that does not cause stress
3. foods that do not contain cholesterol
4. foods that are believed to prevent the appearance from getting older
5. diet that prevents the formation of acne
6. medicine that lowers cholesterol levels or prevents high cholesterol

Pronunciation

Intonation: Invitations, suggestions, polite requests, uncertainty and surprise

Activities **1** and **2** focus on fall-rise intonation.

1 Ask Ss to listen and repeat the statements with fall-rise intonation.

- Ask Ss to read the *Do you know...?* box in pairs and discuss the general rules for fall-rise intonation. Check Ss' understanding of the points and have them read the examples with appropriate intonation.
- Have Ss identify the function of each utterance.

Suggested answers

1. invitation / suggestion
2. surprise
3. uncertainty
4. polite request
5. hesitation

Audio script

1. Another drink? ↗
2. You're thirty years old? ↗ You look a lot younger.
3. I'm not sure. ↗
4. Could you explain that again, please? ↗
5. Now, let me think ... ↗

2 Ask Ss to read the exchanges and decide which statements or questions may be spoken with fall-rise intonation. Have Ss mark them with the symbol (↗).

- Play the recording for Ss to check their answers.
- Let Ss practise the exchanges in pairs.

Audio script

1. A: Will you do me a favour? ↗
   B: Sure. What can I do for you? ↗
2. A: I think acupuncture can reduce your pain. ↗
   B: Really? ↗
3. A: Would you like another cup of tea? ↗
   B: No, thanks. I've had enough.
4. A: What do you think about natural remedies?
   B: Um ... They might be effective ... ↗
5. A: Fast food is not good for your health. Try not to eat too much of it.
   B: OK, I'll try. ↗
6. A: Mr Brown, did you hear the news? What do you think about the project to build a new airport in our neighbourhood?
   B: Well, let me collect my thoughts ... ↗

Note

The pitch change (i.e. where the voice goes down and then up) may occur on one word or more words.

Examples:

- *She is nice.* ↗ (The pitch change can occur on one word 'nice'.)
- *Would you like another* ↘ *cup of tea* ↗*?* (The voice can go down on 'another' and then start going up on 'tea'.)

Grammar

Conditionals in reported speech

1 Ask Ss to look at the *Do you know...?* box and study the general rules for verb form changes in reported speech after a reporting verb in the past tense.

- Remind them of changes to pronouns (*I – he / she*), determiners (*this / these – that / those*), and expressions of place (*here – there*). Point out that the expressions of time are unchanged if the information is still true.

  Example: '*If my flight to Hue is cancelled tomorrow, I'll travel by train.*'
  ⇒ *My father said that if his flight to Hue is cancelled tomorrow, he'll travel by train.* (Unchanged – reported ten minutes later)
  ⇒ *My father said that if his flight to Hue was cancelled the following day, he'd travel by train.* (Changed to type 2 – reported two days later)
- Have Ss read the statements and discuss in pairs, and then decide if it is necessary to change the verb tenses in reported speech after past reporting verbs.

Grammar

Conditionals in reported speech

1 Read the statements in direct speech. Decide if it is necessary to change the verb tenses in reported speech after reporting verbs in the past tense. Write C (changed) or U (unchanged) in the space provided.

1. If I drink coffee before bedtime, I can't sleep.	____
2. You will boost your immune system if you have a healthy lifestyle.	____
3. It would be nice if you could spend more time with the children.	____
4. If Ann called me back, I'd arrange an appointment for her.	____
5. If you travel to a foreign country, you need a valid passport.	____
6. If you catch a cold, you should try natural remedies before taking any medicine.	____
7. If I were rich, I'd donate money to charity.	____
8. Mary will recover quickly if she follows the doctor's advice.	____

2 Report each statement in 1. Make all possible changes.

1. I told him ____
____.
2. Dr Quan said ____
____.
3. John's wife told him ____
____.
4. Peter explained to us ____
____.
5. The travel agent explained to us ____________________
____.
6. My grandmother keeps telling us ____________________
____.
7. John told me ____
____.
8. Mary's father said ____
____.



DO YOU KNOW...?

- When we use reporting verbs in the present, verb tenses in conditional sentences remain unchanged in reported speech.
- When we use reporting verbs in the past, we follow these general rules:

Direct speech	Reported speech
type 0	unchanged (simple fact or general truth)
type 1	• unchanged (if reported simultaneously or still true) • becomes type 2 (if the reported statement is out-of-date)
type 2	usually unchanged (if the reported statement is still true)

Examples:

'Flowers die if they don't get any water.' (type 0)

⇒ *He said flowers* ***die*** *if they* ***don't get*** *any water.*

'If you miss the bus, you'll be late for school.' (type 1)

⇒ *My mother said if I* ***miss*** *the bus, I'****ll be*** *late for school.* (reported simultaneously; the bus hasn't arrived yet.)

⇒ *My mother said if I* ***missed*** *the bus, I'****d be*** *late for school.* (The reported statement is out-of-date; he was probably late for school.)

'If I lost my job, I could be in trouble.' (type 2)

⇒ *Jane's father said if she* ***lost*** *her job, she* ***could be*** *in trouble.* (The reported statement is still true; Jane could be in trouble.)

Reported speech with *to*-infinitives and gerunds

3 Write the sentences in reported speech, using the reporting verbs in brackets.

1. *Jack's father:* 'You shouldn't eat fast food every day.' (advised)
2. *Ann:* 'Can you do the dishes for me, Kim?' (asked)
3. *The doctor:* 'You must do a 30-minute workout every day.' (told)
4. *Mai:* 'Would you like to go out for a coffee, Peter?' (invited)
5. *Phong:* 'I broke your glasses. I'm sorry.' (apologised)
6. *Hoa:* 'Don't forget to buy some groceries on the way home, Lan.' (reminded)
7. *Carol:* 'Let's enrol on a yoga course.' (suggested)
8. *John and Max:* 'Yes. We forgot to submit the assignments yesterday.' (admitted)

Key	1. C/U	2. C/U	3. U	4. U
	5. U	6. U	7. U	8. C/U

2 Ask Ss to report the statements in **1**, using the reporting verbs in the prompts.

- Have them compare their answers in pairs. Check as a class.

Key

1. I told him (that) if I drank coffee before bedtime, I couldn't sleep. (C)
   I told him (that) if I drink coffee before bedtime, I can't sleep. (U)
2. Dr Quan said (that) we'd boost our immune system if we had a healthy lifestyle. (C)
   Dr Quan said (that) we'll boost our immune system if we have a healthy lifestyle. (U)
3. John's wife told him (that) it would be nice if he could spend more time with the children. (U)
4. Peter explained to us (that) if Ann called him back, he'd arrange an appointment for her. (U)
5. The travel agent explained to us (that) if we travel to a foreign country, we need a valid passport. (U)
6. My grandmother keeps telling us (that) if we catch a cold, we should try natural remedies before taking any medicine. (U)
7. John told me (that) if he were rich, he'd donate money to charity. (U)
8. Mary's father said (that) Mary / she would recover quickly if she followed the doctor's advice. (C)
   Mary's father said (that) Mary / she will recover quickly if she follows the doctor's advice. (U)

Reported speech with *to*-infinitives and gerunds

3 Explain that *to*-infinitives or gerunds can be used to report actions (e.g. promises, orders, advice, etc.). Have Ss read the *Do you know…?* box and focus on the verb forms in reported speech after the three groups of reporting verbs.

Notes

- A clause with *that* can be used after some reporting verbs (*admit, advise, agree, insist, promise, remind, suggest, warn*).

Example:
Jane promised that she wouldn't be late again.

- *Suggest* + *-ing* form is used to report what the subject should be doing himself or what someone else should be doing.

- Have Ss write the sentences in reported speech, using the reporting verbs in brackets. Ask them to compare answers in pairs. Then check as a class.

Key

1. Jack's father advised him not to eat fast food every day.
2. Ann asked Kim to do the dishes for her.
3. The doctor told me to do a 30-minute workout every day.
4. Mai invited Peter to go out for a coffee.
5. Phong apologised for breaking my glasses.
6. Hoa reminded Lan to buy some groceries on the way home.
7. Carol suggested enrolling on a yoga course.
8. John and Max admitted forgetting to submit the assignments the day before.

4 Ask Ss to change the sentences in reported speech into direct speech.

- In weaker classes, ask Ss to work in pairs or groups. If necessary, provide some helpful verbs, modals or expressions such as *remember, should, would, let's,* etc. for Ss to use.
- Check answers as a class. Invite Ss to read each sentence and point out the changes they have made.

Key

2. 'Kim, don't forget to turn off the lights before leaving the house.' (or: 'Kim, remember to turn off…')
3. 'You shouldn't exercise too hard because it's not good for your heart.'
4. 'Let's have a picnic next weekend.' (or: 'Why don't we have a picnic next weekend?')
5. 'Don't play near the construction site.'
6. 'Would you like to spend your summer holidays on my grandparents' farm?'
7. 'I'm sorry. I've made lots of mistakes in the report.' (or: 'I'm sorry for making lots of mistakes in the report.')
8. 'Yes. I took my father's car without permission.'

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to use fall-rise intonation on statements and questions expressing invitations, suggestions, polite requests, uncertainty and surprise. I can report speech using different structures (to-infinitives, gerunds, and conditionals).*

4 Change the sentences in reported speech into direct speech.

1. Ha's father promised to pay for her holiday in Singapore if she passed her English test.

   Example:

   – *'I'll pay for your holiday in Singapore if you pass your English test, Ha.'*

2. Kim's mother reminded her to turn off the lights before leaving the house.
3. The doctor advised Mr Wilson not to exercise too hard because it was not good for his heart.
4. Van's friends suggested having a picnic the following weekend.
5. The security guard warned the children not to play near the construction site.
6. Mai invited me to spend my summer holidays on her grandparents' farm.
7. Her assistant apologised for making lots of mistakes in the report.
8. Denise admitted taking her father's car without permission.

DO YOU KNOW...?

- When we report actions such as agreements, promises, orders, offers, requests, advice, apologies, or suggestions, we usually use a *to*-infinitive or *-ing* clause.

Forms:

Reporting verbs	Reported speech
ask, advise, invite, order, remind, tell, warn	object + *to*-infinitive
agree, offer, promise, refuse, threaten	+ *to*-infinitive
admit, apologise for, insist on, suggest	+ *-ing* form

Examples:

'You should drive slowly.'

⇒ *He advised me to drive slowly.*

'I won't be late again.'

⇒ *Jane promised not to be late again.*

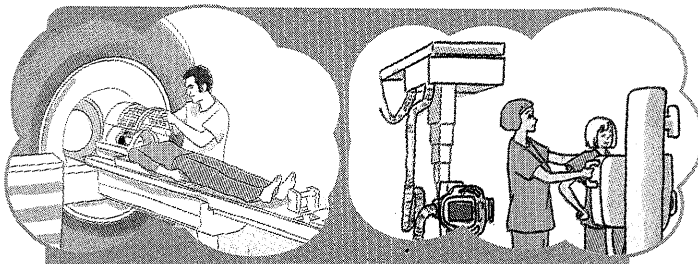
'Shall we go to a movie?'

⇒ *He suggested going to the cinema.*

SKILLS

READING

Life expectancy factors



a. MRI scanner **b.** X-ray machine

1 The machines described in the pictures above help doctors to diagnose and treat diseases. Discuss with a partner.

– Have you ever seen them?

– What are they used for?

2 Read an article about the main factors for the increased life expectancy. Four sentences have been removed from the article. Choose a sentence (a-d) to complete each gap (1-4).

a. The last century's advances such as the discovery of antibiotics and vaccines, and the development of medical imaging have contributed to longer life.

b. Studies show that for each hour of regular exercise, people can gain two hours of additional life expectancy.

c. This increase can be attributed to three main factors: healthier lifestyles, better nutrition, and advances in medical science and technology.

d. Eating more fruits and vegetables, but less fatty foods can reduce the risk of serious diseases.

Over the past hundred years, the average life expectancy has risen dramatically from 30 years in 1900 to 67.2 years in 2010, with Japan reaching the highest figure at 82.6 years. 1. _____

Mass media have helped to raise people's awareness of lifestyle choices. While smoking, alcohol intake and fast food consumption can increase the risk of obesity and heart disease, doing regular physical activity and spending more time outdoors can

SKILLS

Reading

Life expectancy factors

Lead-in: Inform the class of the lesson objectives: developing the ability to follow the logical structure of a text and reading for specific information.

1 Ask Ss to look at the pictures of machines that help doctors to diagnose or treat diseases.

- Have Ss work in pairs and answer the questions.
- Invite some pairs to report their discussions to the class. Further explain the use of the machines.

> **Suggested answer**
>
> a. & b. MRI (Magnetic Resonance Imaging) scanners and X-ray machines take medical images of patients' internal body parts. MRI images provide a 3D representation of organs, which X-rays usually cannot.

2 Tell Ss that they are going to read a text about life expectancy factors, which has four sentences removed from it.

- Ask Ss to read through the sentences (**a-d**) and underline key words or words used for reference (determiners, pronouns, etc.). This can help them to choose the correct sentence for each gap in the text.

  Examples:

  a. The last century's advances
  b. Regular exercise, additional life expectancy
  c. This increase, three main factors
  d. Eating more fruits and vegetables

- Have Ss read each paragraph of the text and look for information before and after each gap that has some connection to the key or reference words they have underlined in the sentences (**a-d**).
- Ask Ss to compare answers in pairs, reading the entire text to ensure that each sentence fits well and the information is coherent.
- Check answers as a class.

> **Key**
>
> 1. **c** (This increase – *67.2 years … 82.6 years*; three main factors – *introduces the main ideas of the whole text that are developed in the following paragraphs*)
> 2. **b** (regular exercise – *physical activity*)
> 3. **d** (Eating more fruits and vegetables – *the food we eat, simple dietary changes*)
> 4. **a** (The last century's advances – *advanced technology, medical developments*)

3 This activity focuses on vocabulary recognition and building.

- Have Ss read through the definitions and the text carefully, looking for the correct words or phrases that match with the definitions.
- Check answers as a class.

> **Key** 1. be attributed (to) 2. obesity 3. antibiotics 4. vaccine 5. dietary

4 Ask Ss to read the full text, including the gapped sentences, again and answer the questions individually.

- Have Ss compare their answers in pairs. Check as a class.

> **Key**
>
> 1. The three factors are healthier lifestyles, better nutrition and advances in medical science and technology.
> 2. Smoking, alcohol intake and fast food consumption can increase the risk of heart disease.
> 3. Doing regular physical activity and spending more time outdoors can improve the ability of the human body to function well.
> 4. Because they want to relieve stress.
> 5. Because the food we eat can affect longevity and dietary changes can boost our immune system.
> 6. They are the discovery of antibiotics and vaccines, and the development of medical imaging.

boost the body's strength and ability to function well. 2. _____ Longevity is also linked with low levels of stress and anxiety. A popular way to relieve stress in today's busy lifestyles is practising meditation and yoga.

In addition to better living standards, people enjoy more nutritious diets and cleaner drinking water. Research shows that the food we eat can affect longevity, and even simple dietary changes can boost our immune system. 3. _____

The third factor responsible for the dramatic increase in life expectancy is the advanced technology and medical developments. 4. _____ In the 21st century, scientists continue to look for new ways to treat serious diseases and slow down the ageing process. Many of these treatments and new developments have the potential to further prolong and improve the quality of life.

3 Find the words or expressions in the text which have the following meanings.

1. believed to be caused (by)	....
2. the state of being extremely overweight in an unhealthy way	....
3. drugs used to kill bacteria and treat infections	....
4. a substance that is driven into the blood to protect the body against certain diseases	....
5. relating to the food eaten by an individual	....

4 Read the text again and answer the questions.

1. What are the factors responsible for the increase in life expectancy?
2. What lifestyle choices can increase the risk of heart disease?
3. What can improve the ability of the human body to function well?
4. Why do people practise yoga and meditation?
5. Why is diet linked with longevity?
6. What are the medical developments and advanced technology mentioned in the article?

5 Which of the factors mentioned in the article do you think is the most important? Discuss with a partner.

SPEAKING

Take care of your body

1 Below is a set of note cards for a talk about skincare. Use the words and phrases in the box to complete them.

- drink a lot of water ⇒ prevent water loss
- wear sunscreen with a sun protection factor (SPF) of at least 15
- wear protective clothing ⇒ avoid sunburn
- don't squeeze pimples ⇒ can lead to swelling, redness and infection
- wash your face twice a day with warm water and mild soap ⇒ remove dirt
- eat a wide variety of fruit and vegetables ⇒ provide vitamins and nutrients

A. Introduction (1)

- Good morning.
- Today I'm going to talk about how to take care of your skin.
- Here are some tips for keeping your skin healthy and preventing common skin problems.

B. Skincare tips (2)

B1. Protecting your skin from the sun:

- ____________
- ____________

B2. Providing nutrients for healthy skin: (3)

- ____________
- ____________

B3. Preventing common skin problems: (4)

- ____________
- ____________

C. Conclusion (5)

- Healthy skin is essential to human survival. Therefore, you need to take good care of your skin by protecting it from the sun, eating well, and preventing common skin problems.
- Hope you find my tips useful. Thanks for listening.

5 Have Ss discuss with a partner. Ask them to summarise the three factors that affect people's life expectancy before they start their discussion:

- *Healthy lifestyles (physical exercise, low levels of stress and anxiety)*
- *Better nutrition (nutritious diets and dietary changes)*
- *Advances in medical science and technology*

- Ask them to decide which factor they think is the most important for prolonging life expectancy. Encourage them to provide their arguments or reasons.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about factors that affect people's life expectancy. I can work out the logical structure of a text by analysing words used for reference. I can read for specific information and key words.*

Speaking

Take care of your body

Lead-in: Inform the class of the lesson objectives: improving presentation skills by giving a talk on body care.

1 Ask Ss to look at the set of note cards for a talk on skincare.

- Explain to Ss that note cards can be a very helpful tool for preparing, rehearsing and delivering speeches or talks. The note cards should contain the most important information as bullet points, which can be used as prompts in case the speaker gets nervous or forgets what to say.
- Give some guidelines on how to prepare note cards:

a. Prepare small-sized cards (approximately 6 x 10 cm).
b. Have one idea or one main heading per card.
c. Use bullet points or numbers to list supporting ideas under the main heading; the exception is the first and last cards (i.e. for introduction and conclusion) on which you can write complete sentences to help you to have a good, smooth start and ending.
d. Write on one side of the card.
e. Number the cards so that you know the order they come in.

- Have Ss work in pairs and read through the six supporting ideas in the box and the sample note cards. Ask them to discuss which ideas should be used for each of the tips on the cards (numbered 2, 3, and 4).
- Have pairs make their own note cards and present their answers to the class.

Key

B1: – wear protective clothing ⇒ avoid sunburn
– wear sunscreen with a sun protection factor (SPF) of at least 15

B2: – eat a wide variety of fruit and vegetables ⇒ provide vitamins and nutrients
– drink a lot of water ⇒ prevent water loss

B3: – wash your face twice a day with warm water and mild soap ⇒ remove dirt
– don't squeeze pimples ⇒ can lead to swelling, redness and infection

2 Ask Ss to read through the guidelines on how to give a talk successfully.

- Give further explanations on when to use some common linking words / expressions and hesitation devices.

a. to introduce ideas in sequence (*First / Second / Next / Last*)
b. to add further ideas (*Moreover / Furthermore / In addition / What's more*)
c. to clarify an idea (*What I mean is ... / In other words / I mean / To put it another way*)
d. to stall for time (*Let me think / Now let me collect my thoughts*)

- Have Ss practise the talk on skincare in pairs. Remind them to use the note cards and the guidelines.
- Invite one or two students to give the talk in front of the class.

3 Activities **3** and **4** provide further practice in giving a talk on another health-related topic.

- Have Ss work individually. Ask them to read the suggested ideas for taking care of their vision and prepare a set of note cards for their talk.

4 Ask Ss to work in groups of four or five and take turns presenting their talk to the group members.

- Invite some Ss to give their talk in front of the class.

2 **Work in pairs. Use the note cards to talk about skincare, paying attention to the following:**

a. Glance at the notes; don't read from them.

b. Use linking words and expressions or hesitation devices to sound more natural and smooth.

Examples:

I think / In my opinion / Firstly / Next / Moreover

Well / Let me see / In fact / How can I put it?

c. To make your tips sound more reliable, use reported speech to quote their sources.

Examples:

Skin experts recommend wearing sunscreen with a sun protection factor of at least 15.

Studies show that eating a wide variety of fruit and vegetables can provide vitamins and nutrients for healthy skin.

d. Maintain eye contact with your partner.

e. Use appropriate gestures and facial expressions to support your ideas.

3 **Prepare another set of note cards for a talk about how to take care of your vision. Use the information below and your own ideas.**

Taking care of your vision

- wear sunglasses to protect your eyes
- don't stare at a computer screen for too long; look across the room every 30 minutes
- read in well-lit rooms
- keep a distance of at least 1.5 metres from the TV set
- follow doctor's orders if you wear contact lenses
- see an eye specialist if you can't see well or your eyes are injured

4 **Work in groups of four or five. Take turns to present your talk to your group members.**

LISTENING

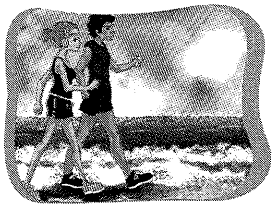
Exercise precautions

1 **Discuss with a partner.**

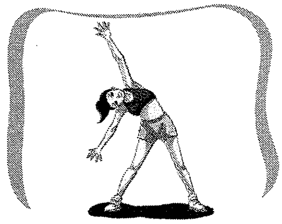
a. Do you exercise every day?

b. If yes, what is your favourite activity? If not, why don't you exercise?

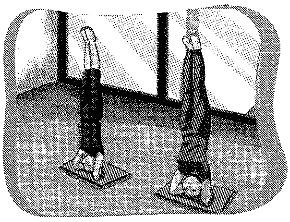
2 **Look at the pictures. Listen to John Keith, a fitness instructor, talking about four types of physical activity. Number the pictures as you listen.**



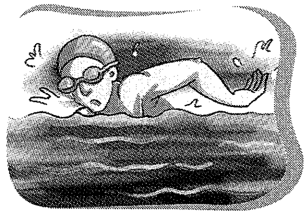
a. ____________



b. ____________



c. ____________



d. ____________

3 **Listen again. Which safety rules are mentioned for each type of physical activity? Tick the correct boxes.**

	aerobic exercise	swimming	yoga	fitness walking
1. You should consider the weather conditions.				
2. Drink plenty of water.				
3. A warm-up before the activity is necessary.				
4. You should check if the water is too cold.				
5. Stretching and relaxing your muscles will help prevent joint damage.				
6. You need comfortable shoes.				
7. Looking at your feet will slow you down and cause back pain.				

4 **Work in four groups. Each group chooses a different activity from 3. Discuss the following:**

a. Health benefits

b. Safety tips mentioned in the talk: Do you agree or disagree with them?

c. Add any additional precautions people may need to take.

Examples:

– Don't do it after eating a full meal.

– You need the instructions from a qualified coach.

– Never do it alone.

– Don't do it if you are feeling unwell.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to prepare note cards for a talk. I can give a talk naturally and smoothly in front of an audience. I can give advice on body care.*

Listening

Exercise precautions

Lead-in: Inform the class of the lesson objectives: listening for specific information in a talk on precautions when doing four types of physical activity.

1 Ask Ss some guiding questions: *Name some types of physical exercise that most people in your neighbourhood often do. Where do they practise these activities?*

- Have Ss work in pairs and discuss the two questions.
- Ask some Ss to summarise their discussion and report it back to the class.

2 Tell Ss that they are going to listen to a fitness instructor's talk on four types of physical activity.

- Ask Ss to look at the four pictures and label each one with the correct word.

Key		
	a. fitness walking	**b.** aerobic exercise
	c. yoga	**d.** swimming

- Play the recording without pausing. Ask Ss to listen and number the activities in the order they are mentioned. Check answers as a class.

Key				
	a. 4	**b.** 1	**c.** 3	**d.** 2

Audio script

My name's John Keith and I've been a fitness instructor for more than ten years. Today I'd like to talk about the precautions we all need to take when doing different types of physical activity.

Aerobic exercise seems very simple and easy to do. However, studies have shown that if you do your workout outdoors in the hot and sunny weather, your body can overheat and lose a lot of fluid. This can lead to heat stroke. You should drink a glass of water before a workout and then pause regularly to drink more. You should also exercise early in the morning when it's not too hot.

Next is swimming. It's very important to be safe in the water. Swimming pools may look safe, but you should always test the pool water before jumping in. Cold water can make your blood pressure and heart rate go up. Make sure you have warmed up your body by stretching or jumping. Don't swim in bad weather, especially in rivers, lakes or the sea. If you are swimming and lightning strikes, you risk serious injury or death.

Now, how about yoga? This exercise may look easy and suitable for people of all ages. However, if it's not done properly, it can do more harm than good. You need to do some warm-up exercise such as stretching before you start your yoga practice. This will relax your muscles and prevent any damage to your joints.

The last type of physical activity is fitness walking. First, you need good shoes to keep you comfortable and pain-free. Next, when you walk, don't look at your feet. This will slow you down and cause back pain. Finally, remember to bring water with you and drink at least 150 ml for every 15 minutes of walking.

That's all from me for today. Hope you find these safety precautions useful. Thanks for listening.

3 Ask Ss to read through the list of safety rules. Explain any new words, if necessary.

- Have Ss listen again for more specific details and decide which safety rules are mentioned for each type of physical activity. Pause the recording at certain places, if necessary, to help Ss to hear the information they need.
- Have Ss compare their answers with a partner. Check as a class.

Key	
Aerobic exercise: 1, 2	Swimming: 1, 3, 4
Yoga: 3, 5	Fitness walking: 2, 6, 7

4 The aim of this activity is to provide an opportunity for Ss to express their opinions and expand on the topic of the listening text.

- Put Ss into four groups. Make sure each group chooses a different activity. For big classes, put Ss into eight groups, and assign one activity to two groups.
- If time is limited, have Ss choose only one or two points for discussion, e.g. **a** or **b** and **c**.
- Ask groups to summarise and briefly report their discussions to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about precautions when doing different kinds of physical activity. I can listen for specific information in a talk about exercise precautions.*

WRITING

Lifestyle changes

1 Read a story posted on Medline, a website about fitness. Complete the story, using the correct form of the words in the box:

overweight	support	faint
dieting	appetite	weight

My fight against obesity

by Dan Smith

I am 24 years old. I used to have a huge (1) ______ as a child, ate a lot of fast food and became (2) ______. When I graduated from college, my weight had gone up to 100 kg. I started to apply for jobs and went to interviews, but I was never offered a single one. I could feel the interviewers' disappointment. Because of my size, they thought I was lazy and stupid. After hundreds of rejections, I decided that I need to do something about my weight.

I found a website advertising an effective way to lose (3) ______ in one month. I ate nothing and only drank water with a little salt and sugar. After ten days, I (4) ______ and was taken to hospital. The doctors told me that I would die if I did not stop (5) ______. They advised me to see Dr Liam, a dietician.

Dr Liam developed a healthy meal and exercise plan for me. For over a year, I had to follow a special diet and joined a fitness class for overweight people. It was difficult at first, but my family (6) ______ me during my fight against obesity.

I have now reached my ideal weight and feel great. What is more, I have just received my first job offer.

2 Read the story again and answer the questions.

1. Why did Dan gain weight?
2. When did he decide to lose weight?
3. What kind of diet did he try at first? Was he successful?
4. How did he manage to reach a healthy weight?
5. Do you think overweight people are lazy and should not be employed until they lose weight?

3 Use the information below to write a similar story.

Writer	Kim Lee, 17 years old
Problem	started getting acne at the age of 15
How it affected Kim	feeling depressed and insecure about appearance
First treatment and results	following friends' advice – washing face several times a day, trying different anti-acne products, squeezing pimples often ⇒ 60% of face covered with acne
Next treatment and results	following doctor's prescription and advice: – washing face twice a day only (washing face too often may cause skin irritation) – taking prescription medicine – having a healthy diet – not staying up late ⇒ acne clears up after 6 months ⇒ feeling happy and confident

Writing

Lifestyle changes

Lead-in: Inform the class of the lesson objectives: writing a story about how people have changed their lifestyle to overcome a problem.

1 Ask Ss to read a story posted on a fitness website and complete the gaps with the correct form of the words in the box.

- Check answers by asking individual Ss to read different paragraphs out loud.

Key

1. appetite	2. overweight	3. weight
4. fainted	5. dieting	6. supported

2 The focus of this activity is on the different parts of the story and the series of events / changes that led to the solution of Dan's problems.

- Ask Ss to read the story individually, then discuss and answer the questions in pairs.

Key

1. Because as a child he used to eat a lot of fast food.
2. After he received hundreds of rejections and couldn't get a job.
3. Eating nothing was his first kind of diet. He was unsuccessful and was taken to hospital.
4. For over a year, he had to follow a special diet and joined a fitness class for overweight people.
5. **Suggested answer:** Overweight people are not lazy and can work efficiently like other people, so they should not be treated unfairly. However, their health can be affected, so they should follow doctors' advice to lose weight.

- Have Ss summarise the main parts of Dan's story:

a. Story title
b. Writer's name
c. Writer's health problem
d. How it affected him
e. First treatment and results
f. Next treatment and results

3 Ask Ss to work in pairs and discuss the information for another story.

- Have Ss write their drafts individually, and then exchange them with a partner for peer feedback. Encourage Ss to make revisions, if necessary.
- Put Ss into groups and ask them to read their stories to their group members.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can write a story to tell about how someone has changed their lifestyle to overcome a problem.*

COMMUNICATION AND CULTURE

Communication

1 Listen to Phong's talk about meditation. Complete the notes below.

1. Phong has practised meditation for ________ years.
2. Recommendations for meditation:
   a. *Location:* at a ______________ place
   b. *Time:* ______________ or ______________
   c. *Duration:* ______________ / a day
   d. *Techniques:* Listen to ______________ and breathe ______________.
3. Benefits of meditation:
   a. ______________________
   Reason: You would feel completely at ease if ______________________.
   b. ______________________
   Reason: Your body stops producing stress hormones and other chemicals that ______________________.



2 Discuss the questions with a partner.

1. Do you know any other ways to relieve stress and feel relaxed?
2. Which do you think works best? Why?





COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: further skills development.

Communication

1 This activity provides further listening practice.

- Tell Ss that they are going to listen to Phong's talk about meditation.
- Focus Ss on the notes of his talk and guess what kind of information, e.g. place or time; and word forms, e.g. verbs, nouns, etc. to write in each gap.
- Play the recording once or twice for Ss to complete the notes.
- Ask Ss to compare the answers in pairs. Check as a class.

Key

1. five (5)
2. a. *Location:* at a quiet place
   b. *Time:* at night or early morning
   c. *Duration:* 15 minutes / a day
   d. *Techniques:* Listen to the silence around you and breathe slowly and deeply.
3. Benefits of meditation:
   a. Relieving stress
   Reason: ... you let your mind relax.
   b. Staying healthy and living longer
   Reason: ... may weaken your immune system.

Audio script

In this technological era, we can enjoy a better lifestyle, but we often work under pressure and feel stressed. Luckily, I've found a way to take my mind away from daily worries by one simple way: meditation.

I've practised meditation for five years, and I can say its benefits are obvious. Most importantly, meditation helps to relieve stress. While you meditate, you stop thinking about your work or everyday worries. Yoga experts advise that you should find a quiet place and meditate at night or early morning – when you are not disturbed by anything. Then you can just listen to the silence around you and breathe slowly and deeply. If you let your mind relax that way, you would feel completely at ease.

Secondly, when you meditate, your heart rate slows down and your body stops producing stress hormones and other chemicals that may weaken your immune system. This helps you to stay healthy and live longer.

Practising meditation does not require too much of your money or time. Just spend 15 minutes a day meditating and you will have your own peace of mind.

2 This activity provides further speaking practice on the topic.

- Help Ss to brainstorm some popular ways to relieve stress and feel relaxed. Ask them some guiding questions: *What activities may people do at home when they want to relax? If people have some days off, where do they usually go to relax?*
- Have Ss work in pairs and discuss the questions.

Suggested answers

Some ways to relieve stress and feel relaxed:

- Watching an entertaining movie or TV programme
- Reading a book
- Being in the company of friends
- Lying on the beach
- Spending the weekend in the countryside

Culture

Read the text about people in Nagano Prefecture, Japan, and do the activities that follow.

A Longevity Hot Spot

Nagano is a mountainous, landlocked prefecture in the centre of Japan, with a population of more than two million. In 2014, the life expectancy there was 87.2 years for women and 80.9 for men, which is one of the highest in the world.

The region once experienced high death rates from causes such as stroke and heart attacks. This was attributed to the residents' favourite food: salted, pickled vegetables and miso, a kind of fermented soy bean paste. Being inland, Nagano does not have readily available seafood, and salt was used to process and preserve food for use in the long snowy winters.

The turning point was in 1981, when the non-profit Nagano Dietetic Association decided to take action. The first step was a campaign to reduce salt intake and promote a healthier diet and lifestyle. Volunteers were trained to conduct nutrition seminars at supermarkets, shopping malls, and community centres. At first, it was difficult to convince people to change, but gradually it became easier. The efforts paid off with surprising speed. By 1990, life expectancy had risen by three years in a decade, and the death rates due to heart disease had decreased.

The local government has also taken other measures in cooperation with the association: organising routine health check-ups, creating hundreds of walking trails for residents to exercise, and building hot springs for local people to recover from ill health.

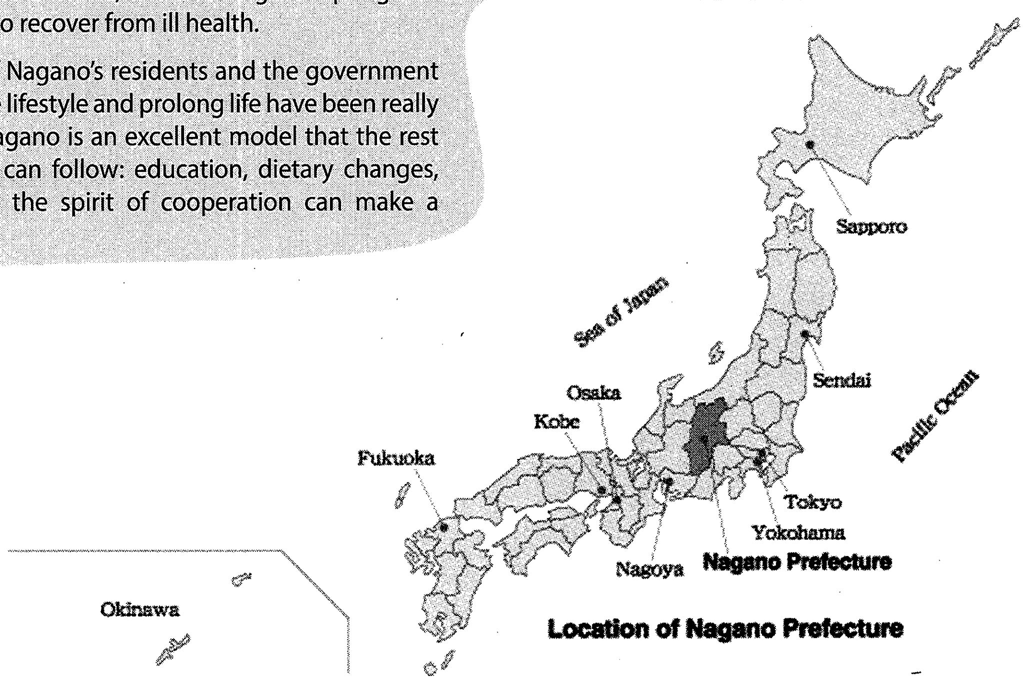
The efforts of Nagano's residents and the government to change the lifestyle and prolong life have been really successful. Nagano is an excellent model that the rest of the world can follow: education, dietary changes, exercise, and the spirit of cooperation can make a difference.

1 Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1. Nagano Prefecture is surrounded by sea.			
2. The favourite food of Nagano residents is fish.			
3. Before 1981, the main cause of Nagano's high death rates was their high intake of salt.			
4. The campaign to improve residents' longevity was first launched by the local government.			
5. After ten years, the efforts to lower Nagano's death rates from heart disease succeeded.			
6. Hot springs can help to treat heart disease.			
7. Nowadays, people from all over the world travel to Nagano to study its health-care model.			

2 Discuss with a partner.

1. What is the key to Nagano's success in its efforts to improve people's health and longevity?
2. If Viet Nam wants to follow Nagano's model, what is the first step to take?



Location of Nagano Prefecture

Culture

- Focus Ss on the instructions and the title of the text.
- Allow Ss two minutes to discuss in pairs and guess what they are going to read about.

> **Suggested answer**
> Ss are going to read about how people in Nagano Prefecture, which is considered a longevity hot spot, managed to increase their life expectancy.

1 Ask Ss to read the text carefully and decide whether the statements are true, falses, or not given.
- Encourage Ss to compare their answers in pairs. Check as a class.

Key

1. F	2. NG	3. T	
4. F	5. T	6. NG	7. NG

2 Have Ss discuss the questions in pairs.
- After their discussion, ask some pairs to summarise their discussion and report their opinions to the class.

Key

1. Education, dietary changes, exercise, and the spirit of cooperation.
2. **Suggested answer:** There should be close cooperation between local governments, health associations and residents. The first step should be for a local health association to start a campaign for promoting a healthy lifestyle and nutrition, winning the support of the local residents and local government.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
  What can you do now?
- Elicit answers: *I have improved my listening, speaking and reading skills. I can talk about different ways to relieve stress and feel relaxed. I have learnt about how people in a region in Japan have improved their quality of life and increased life expectancy.*

LOOKING BACK

Pronunciation

1 Listen and mark ↗ (fall-rise intonation) in the following conversation.

Doctor: Please sit down. How can I help you?

Patient: I can't sleep well at night.

Doctor: What time do you have dinner?

Patient: Let me think ... about 9 or 10. I usually finish work at 8.

Doctor: Eating late at night could be the cause. Your body doesn't have a chance to digest all the food. It's hard to sleep on a full stomach.

Patient: What should I do?

Doctor: I suggest having a snack at about 5 p.m. and a light dinner such as a bowl of cereal after 8. Would that work for you?

Patient: OK, I'll give it a try ... Thanks a lot.

2 Listen again. Then practise the conversation with a partner. Try to use the appropriate fall-rise intonation.

Vocabulary

1 Complete the sentences with the correct form of the words or phrases in the box.

immune system	nutritious (adj)	boost (v)
prescription (n)	dietary (adj)	life expectancy
remedy (n)	be attributed to	

1. You can ________ your health by leading a stress-free life, eating low-cholesterol food and exercising every day.
2. In general, Japanese people have higher ________ than people in other countries because their diet is rich in fish.
3. Lack of exercise and fatty food consumption can weaken our ________.
4. Honey and lemon juice are often used as natural ________ for coughs.
5. School canteens should provide only highly ________ meals to young children.
6. Obese patients should strictly follow health experts' ________ advice.
7. Science has shown that many types of chronic diseases ________ people's bad eating habits.
8. My doctor gave me a ________ for antibiotics.

Grammar

1 Report each statement. Make all necessary changes.

1. The teacher: 'Tuan and Phong, don't talk in class.'
   The teacher told ________.
2. The doctor: 'Mr White, if you eat lots of fatty foods, you will increase your chances of developing heart disease.'
   The doctor said to Mr White ________.
3. Nam's yoga instructor: 'Close your eyes, breathe slowly and deeply, and don't think about your problems.'
   Nam's yoga instructor asked ________.
4. The patient: 'I didn't follow my doctor's advice.'
   The patient admitted ________.
5. Ha's friend: 'Let's play some games to relax. We've studied for three hours.'
   Ha's friend suggested ________ *because* ________.
6. Van's manager: 'You'd get a promotion if you could finish the project before the deadline.'
   Van's manager said ________.
   Van's manager promised ________.
7. Jack's mother: 'You should drink some ginger tea if you want to feel better.'
   Jack's mother said ________.
   Jack's mother advised ________.

2 Read the conversation. Imagine that Nga talks to a friend the next day, telling him / her what her father had said. Write down her father's advice in the space provided, using reported speech.

Nga: My exam's coming, Dad, and I feel quite stressed. What should I do?

Nga's father: (1) If you want to be stress-free, you need to balance study and leisure.

Nga: How can I do that?

Nga's father: (2) Draw up a revision timetable with time for other activities.

Nga: That's a good idea. There's also another thing; sometimes I don't feel like eating.

Nga's father: (3) If you work too hard, you won't feel hungry. (4) So don't study continuously for long hours. You should take a five-minute break every hour. (5) Then do some workout or take a walk in the park before mealtime.

Nga: Thanks for your advice, Dad.

Nga's father: (6) If you need more help, just ask me.

1. My father said that ________.
2. He ________.
3. ________.
4. ________.
5. Then ________.
6. Finally, ________.

LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

Pronunciation

1 Help Ss to review the use of fall-rise intonation on statements and questions for invitations, suggestions, polite requests, uncertainty and surprise.

- Have Ss read the conversation and mark utterances they think can be pronounced with a fall-rise.
- Play the recording. Have Ss listen and check if the utterances they have marked are pronounced with a fall-rise.

Key and Audio script

Doctor: Please sit down. How can I help you?
Patient: I can't sleep well at night.
Doctor: What time do you have dinner?
Patient: Let me think … ✓ about 9 or 10. ✓ I usually finish work at 8.
Doctor: Eating late at night could be the cause. ✓ Your body doesn't have a chance to digest all the food. It's hard to sleep on a full stomach.
Patient: What should I do?
Doctor: I suggest having a snack at about 5 p.m. and a light dinner such as a bowl of cereal after 8. Would that work for you?
Patient: OK, I'll give it a try … ✓ Thanks a lot.

2 Ask Ss to listen again and practise the conversation with a partner.

Vocabulary

- The eight words and phrases in the box are the ones most frequently used in the unit. Have Ss write them in the gaps, making changes to the word forms if necessary.

Key

1. boost	2. life expectancy
3. immune system	4. remedies
5. nutritious	6. dietary
7. are attributed to	8. prescription

- Extend the activity by asking Ss to make their own sentences with these words and phrases.

Grammar

The aim of activities **1** and **2** is to help Ss to review reported speech, using different structures: *to*-infinitives, gerunds and conditionals.

1 Have Ss do the activity individually. Walk round and offer help if necessary.

- Ask different Ss to write a sentence each on the board for peer comments.

Key

1. *The teacher told* Tuan and Phong not to talk in class.
2. *The doctor said to Mr White* that if he eats / ate lots of fatty food, he will / would increase his chances of developing heart disease.
3. *Nam's yoga instructor asked* him to close his eyes, breathe slowly and deeply, and not to think about his problems.
4. *The patient admitted* not following his doctor's advice.
5. *Ha's friend suggested* playing some games to relax *because* they had studied for three hours.
6. *Van's manager said* that he / she would get a promotion if he / she could finish the project before the deadline.

or: *Van's manager promised* him / her a promotion if he / she could finish the project before the deadline.

7. *Jack's mother said* that he should drink some ginger tea if he wants / wanted to feel better.

or: *Jack's mother advised* him to drink some ginger tea if he wants / wanted to feel better.

2 Have Ss read the instructions and the conversation. Focus their attention on the numbered sentences.

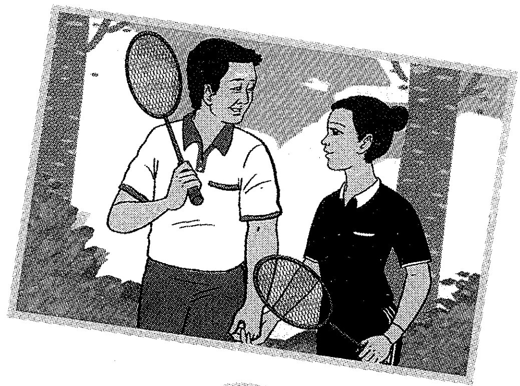
- Ask Ss to complete the sentences in reported speech individually. Remind them to use appropriate reporting verbs (e.g. *said, advised* or *told*).
- Check answers as a class by asking individual Ss to read their sentences or write them on the board.

PROJECT

Work in groups of four or five. Choose one of the projects.

Project A: Look for information about one of the longevity hot spots and prepare a presentation to deliver to the class.

1. Suggested hot spots of longevity:
   - The islands of Okinawa, Japan
   - Sardinia, Italy
   - Nicoya Peninsula, Costa Rica
2. Points to include in your presentation:
   - Location
   - Factors believed to help its local residents to live longer



Project B: Contact three or four people over 70 years old and collect information about them. Use the table below as a guide.

Questions	P1	P2	P3
1. How old is he / she?			
2. Where is he / she living?			
3. What are his / her favourite food and drinks? – fast food – fruit and vegetables – meat – milk – tea – soft drinks – others			
4. Does he / she do any physical activity now? If yes, what is it?			





Compare the information about these people and find out any common features. Present your report to the whole class.

NOW YOU CAN

- Talk about healthy lifestyle and longevity
- Recognise and use fall-rise intonation on statements and questions expressing invitations, suggestions, polite requests, uncertainty or surprise
- Use reported speech in different structures (*to*-infinitives, gerunds, and conditionals)
- Write a story about how people recover from a health problem

10-T. ANH 11T2-SGV-B

Key

1. My father said that if I want to be stress-free, I need to balance study and leisure.
2. He told (advised) me to draw up a revision timetable with time for other activities.
3. He said that if I worked too hard, I wouldn't feel hungry.
4. He told (asked / advised) me not to study continuously for long hours, but to take a five-minute break every hour.
5. Then he advised (told / asked) me to do some workout or take a walk in the park before mealtime.
6. Finally, he said that if I need more help, I can just ask him.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can identify and use fall-rise intonation on statements and questions. I can use reported speech in different structures.*

PROJECT

Lead-in: Inform the class of the lesson objectives: further explore the topic in a collaborative way.

- Tell Ss that they can work in groups of four or five and choose a project to work on.
- Allow Ss one week to collect the information or do the surveys for their project, and organise their presentations.
- In the next class, allow 10 minutes for each group to give their presentation (Project A) or present their report (Project B) to the whole class.

Project A

- Have each group choose one longevity hot spot. Encourage them to use the Internet to search for information related to its inhabitants.
- Have them organise their information and ideas, and prepare a presentation on their chosen longevity hot spot.
- Encourage them to add a map to indicate the location of the place and any pictures of its inhabitants and their lifestyle to make their presentation more interesting.

Notes on factors that help local residents to live longer

– The Okinawans' secret lies in two things – their food and their attitude towards life. Their regular diet is based largely on rice, fish and vegetables. They also eat plenty of tofu and sweet potato. The elderly have surprisingly low depression levels. On the streets of Okinawa, people aged 90-100 are found riding motorcycles or mountain bikes, practising karate and kendo, walking several kilometres daily, and even working in vegetable gardens.

– Sardinia's secret to longevity is diet and lifestyle. Local residents' diet is rich in healthy nutrients from fresh vegetables, prepared simply with olive oil and served with lemon, garlic and other spices. In Sardinia, the elderly continue to be held in high regard and actively take part in family life as well as social activities.

– Nicoya's secret lies in the local residents' diet, lifestyle and climate. Corn and beans, which are healthy and high in fibre, are their main food. There is lots of sunshine, and people get more vitamin D and fewer respiratory diseases. Local people enjoy doing physical work all their lives and find joy in everyday chores.

Project B

- Ask Ss to prepare their survey forms.
- Have each student contact three or four people over 70 years old. They could be their neighbours or relatives. Ss should interview these people, and take notes of their answers. Tell them not to collect any personal data such as names, addresses or relationship, and to keep the identity of the survey participants anonymous.
- Ask Ss to compare the information they have collected about their survey participants, find out any common features and prepare their reports.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about different factors that help people to live longer. When working in groups, I have learnt to collaborate with others.*

REVIEW 4 UNITS 9-10

LANGUAGE

Vocabulary

1 Use the correct form of the words in the box to complete the sentences.

renew	overcrowd	sustain
inhabit	infrastructure	

1. The powerful storm disrupted the country's poor ____________________.
2. We need to develop green ____________________ communities that can reduce their impacts on the environment.
3. Producing ____________________ energy does not cause harmful emissions or pollutants.
4. Tourists are advised to avoid ____________________ places in big cities.
5. The early ____________ of the island were involved in farming and fishing.

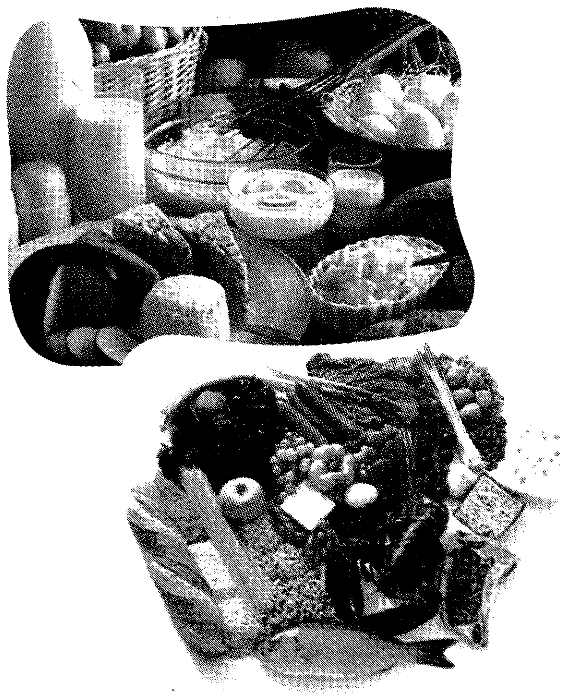
2 Complete the sentences, using the correct form of the word in brackets. Add *-free* or *anti-* if necessary.

1. Some people believe that ____________ (meditate) can make you happier and more successful.
2. People sometimes get confused by the nutrition facts labels on ______________ (cholesterol) food products.
3. Diet can help you to keep your skin healthy, so eat plenty of ______________(acne) foods.
4. Foods that are high in protein, but low in fat can help to slow down the ______________(age) process.
5. One of the easiest ways to increase your life ________________(expect) is to eat a healthy diet.

Pronunciation

3 Listen to the sentences. Mark their intonation patterns, using ↗, ↘ or ↘↗. Then practise saying them.

1. A: I hate this overcrowded office.
   B: Yes. It's stuffy, isn't it?
2. A: The city council members want to improve life of city dwellers.
   B: How will they do that? They have to create more green spaces, don't they?
3. A: I think excessive exercise is bad for your health.
   B: Really?
4. A: Perhaps meditation can slow down the ageing process.
   B: Well, I'm not quite sure.



INTRODUCTION

Review 4 is aimed at revising the language and skills Ss have learnt in Units 9-10.

Ask Ss whether they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add more information, if necessary.

LANGUAGE

- Use the Language review as a self-assessment test or revision. Have Ss do all the activities individually or in pairs / groups. Then check answers as a class.
- Alternatively, have Ss complete an activity and check answers before they move on to the next one.

Vocabulary

1 Ask Ss to do this activity individually, and then check their answers with a partner.

- Have Ss write the answers on the board or read them out loud (depending on the level of the class). Check answers as a class.

Key

1. infrastructure	2. sustainable	
3. renewable	4. overcrowded	5. inhabitants

2 Have Ss do this exercise individually first, then ask some Ss to write a completed sentence each on the board or read their sentences out loud.

- Check answers as a class.

Key

1. meditation	2. cholesterol-free	
3. anti-acne	4. ageing	5. expectancy

Pronunciation

3 Play the recording. Let Ss listen and mark the intonation patterns of the sentences. Check Ss' answers as a class.

- Play the recording again for Ss to repeat each sentence chorally.

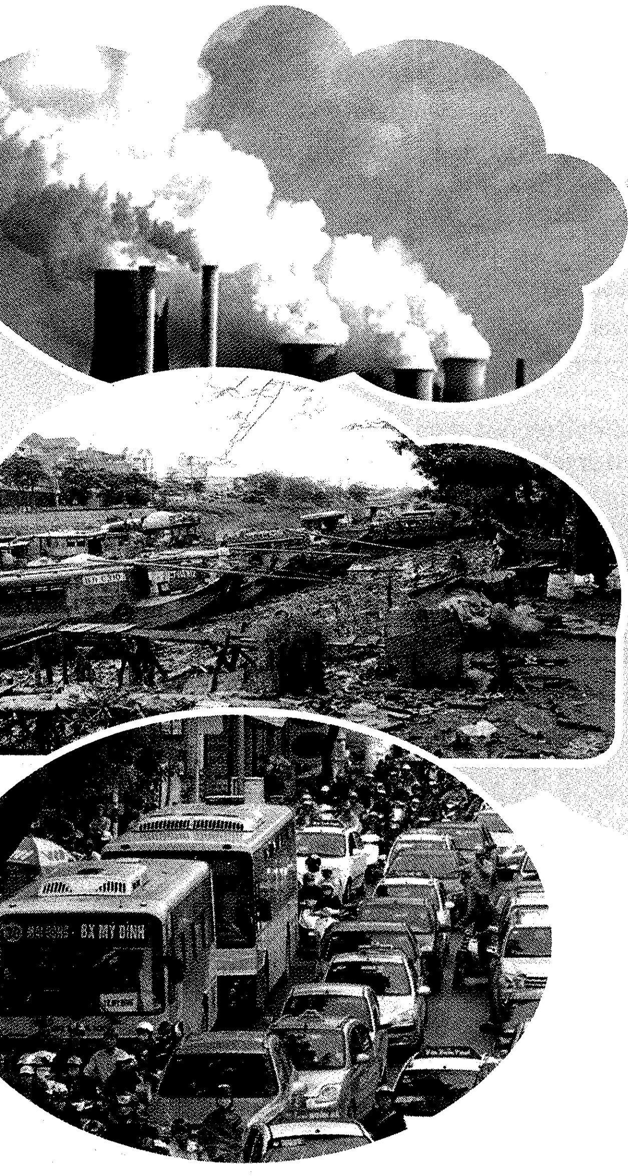
Key

1. A ↘	B. ↘	2. A ↘	B. ↗
3. A ↘↗	B. ↘↗	4. A ↘↗	B. ↘↗

Grammar

4 Complete each question, using the correct question tag.

1. Nobody wants to live in polluted areas, ______________?
2. They have banned private cars from the centre, ______________?
3. Please don't drop litter in the street, ______________?
4. I think we got stuck in a traffic jam, ______________?
5. None of the city's waste processing plants are efficient, ______________?



5 Rewrite these sentences, beginning as shown.

1. 'You may feel much better if you start practising meditation.'
   ⇒ Dr Quan said ______________.
2. 'If you want to try natural remedies, you can find useful information on the Internet.'
   ⇒ Lan said ______________.
3. 'If I drink strong tea, I usually start feeling dizzy.'
   ⇒ Huong told me ______________.
4. You use solar water heaters in your home. You reduce your carbon footprint.
   ⇒ If you use ______________.
5. You use the high-speed motorway. It takes three hours and a half to travel from Ha Noi to Lao Cai.
   ⇒ If you use ______________.

6 Change the sentences in reported speech into direct speech.

1. Van's doctor advised her to take a yoga class to relieve stress.
   ____
2. The travel agent suggested using the new high-speed motorway.
   ____
3. Kevin's brother reminded him to go to his fitness class.
   ____
4. My sister promised to call me once a week while I was studying in Singapore.
   ____
5. Our fitness instructor warned us not to work out more than thirty minutes a day.
   ____

Grammar

4 Ask Ss if they can remember the general rules for forming question tags. Have them discuss in pairs and elicit some of the forms. If necessary, refer them back to the *Do you know ...?* box on page 49.

- Ask Ss to complete the sentences individually.
- Have Ss compare their answers with a partner. Check answers as a class.

Key

1. do they	2. haven't they
3. will you	4. didn't we
5. are they	

5 Elicit the forms and usage of conditional sentences type 0 and conditionals in reported speech.

- Ask some Ss to do the activity on the board while the rest of the class work individually or in pairs.
- Check answers as a class, and ask individual Ss to explain the changes they have made to verb forms or pronouns.

Key

1. *Dr Quan said* (that) I / we may / might feel much better if I / we start / started practising meditation.
2. *Lan said* (that) if I want / wanted to try natural remedies, I can / could find useful information on the Internet.
3. *Huong told me* (that) if she drinks strong tea, she usually starts feeling dizzy.
4. *If you use* solar water heaters in your home, you reduce your carbon footprint.
5. *If you use* the high-speed motorway, it takes three hours and a half to travel from Ha Noi to Lao Cai.

6 The aim of this activity is to review reported speech with *to*-infinitives and gerunds.

- Ask Ss to work individually first, and then check their answers with a partner.
- Invite some Ss to write the direct speech sentences on the board, and then check Ss' answers as a class.

Key

1. 'Van, you should take a yoga class to relieve stress,' said the doctor.
2. 'Why don't you use the new high-speed motorway?' the travel agent suggested. / 'Let's use the new high-speed motorway,' the travel agent suggested.
3. 'Kevin, remember to go to your fitness class,' said his brother. / 'Kevin, don't forget to go to your fitness class,' said his brother.
4. 'I'll call you once a week while you are studying in Singapore,' said my sister.
5. 'Don't work out more than thirty minutes a day,' our fitness instructor said.

READING

1 Read the text about eco-city planning.

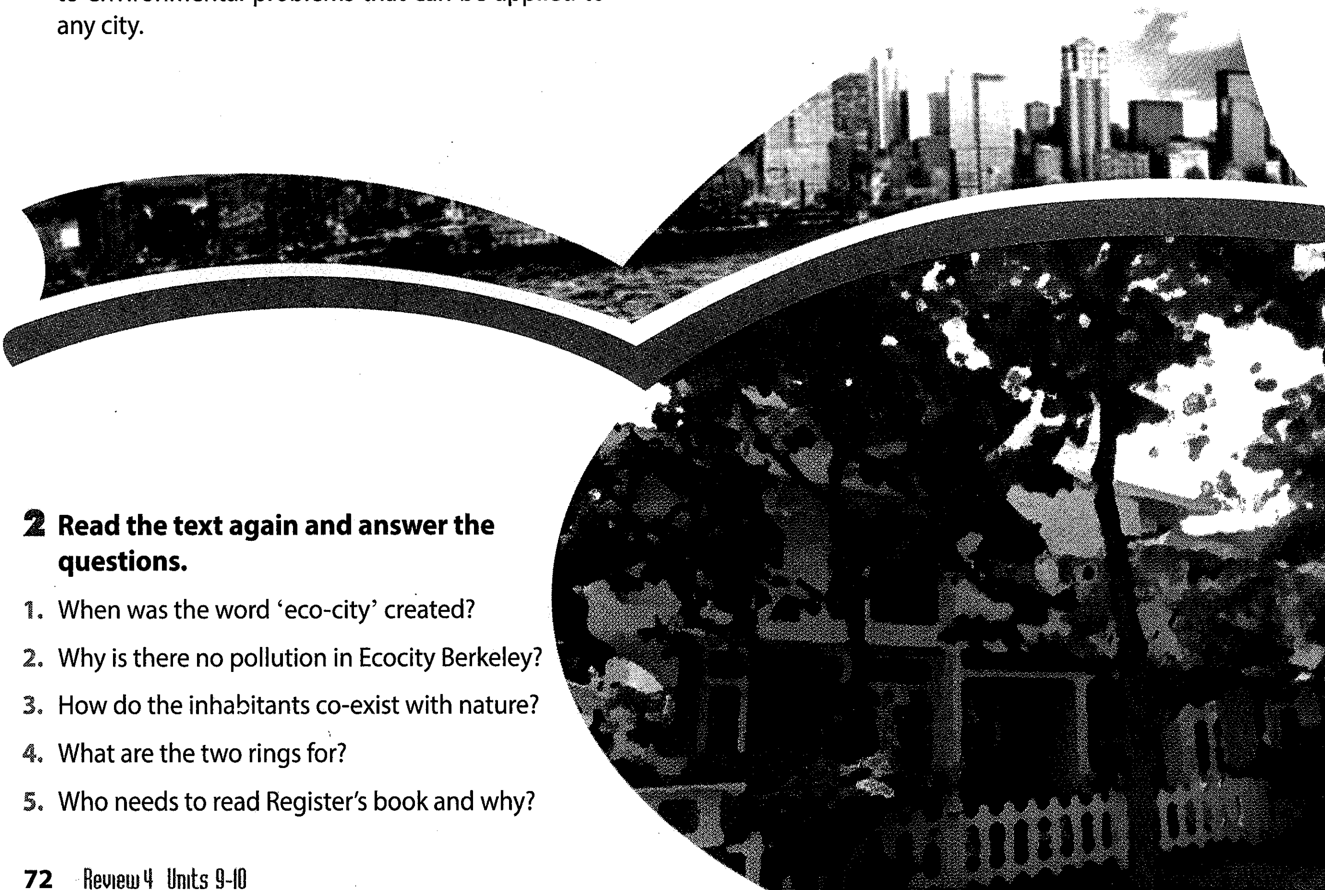
Building eco-cities

I first became familiar with the idea of an eco-city when I read the book *Ecocity Berkeley: Building Cities for a Healthy Future* by Richard Register. The author created the word 'eco-city' in 1987 when the book was published.

The inhabitants of this city carefully consider possible environmental impacts and take good care of the environment. There is no pollution as all the vehicles run on local renewable energy. CO_2 emissions are controlled and kept in accordance with strict environmental and air-quality regulations.

In addition, the inhabitants co-exist with nature by dividing the city into two circles or rings. The first ring is the city centre containing the residential areas. The second ring includes vast park space and lots of greenery. The green space filters and refreshes the air people breathe.

Ecocity Berkeley is a very inspirational book, which can offer urban planners creative ideas and solutions to environmental problems that can be applied to any city.



2 Read the text again and answer the questions.

1. When was the word 'eco-city' created?
2. Why is there no pollution in Ecocity Berkeley?
3. How do the inhabitants co-exist with nature?
4. What are the two rings for?
5. Who needs to read Register's book and why?

SPEAKING

3 Work with a partner. Choose two ideas (or use your own ideas) and make a conversation about sustainable living.

Sustainable living

- sort rubbish for recycling, use waste to generate electricity, heat, etc. to meet daily needs
- design walkable streets: walk first, then cycle, then use public transport
- protect natural habitat, support local agriculture
- promote simple lifestyle, cook with locally grown, organic ingredients

Example:

Student A: How can we live more sustainable lifestyles? What do you think our urban planners should do?

Student B: I think they should redesign abandoned areas and convert them into rich, diverse ecosystems.

Student A: Sounds great. There should also be gardens in all residential areas.

SKILLS

Reading

1 Ask Ss to read the title and make guesses about the content of the text, first in pairs, then in class.

2 Have them skim the questions before reading the text. Give Ss enough time to read the text.

- Encourage them to use 'scanning' techniques to look for the specific information, e.g. have the questions in mind when they read, and look for clues that can help them to find the answers.
- Check answers as a class and give explanations if necessary.

Key

1. It was created in 1987 (when the book *Ecocity Berkeley: Building Cities for a Healthy Future* by Richard Register was published).
2. There is no pollution as all the vehicles run on local renewable energy.
3. They co-exist with nature by dividing the city into two circles or rings.
4. The first ring is the city centre containing the residential areas. The second ring includes vast park space and lots of greenery, which filters and refreshes the air people breathe.
5. Urban planners need to read the book because it can offer them creative ideas and solutions to environmental problems that can be applied to any city.

Speaking

3 Have Ss work in pairs.

- Ask them to read the suggested ideas on sustainable living and the example first, and then decide which two points they want to focus on.
- Encourage Ss to take notes and prepare a short script for their conversations, then practise them a few times.
- Invite some pairs to role-play their conversation in front of the class.

LISTENING

Too much exercise

4 **Listen to the recording about the negative effects of over-exercising. Decide whether the following statements are true (T) or false (F) according to the speaker.**

	T	F
1. The more exercise you do, the healthier you become.		
2. Doing intensive workouts is too much of a good thing.		
3. People may become addicted to high-intensity physical activity.		
4. Over-exercising can be harmful to the body's muscles, joints and heart.		
5. You should consult with an instructor before starting a new exercise programme.		

WRITING

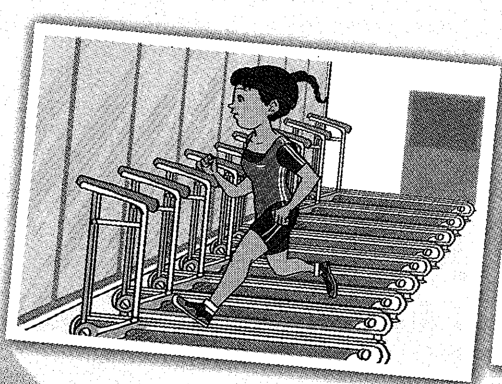
5 **Think of any advice you can give to over-exercisers. Write a short text about the reasons for over-exercising. Use the suggestions in the box or your own information and ideas.**

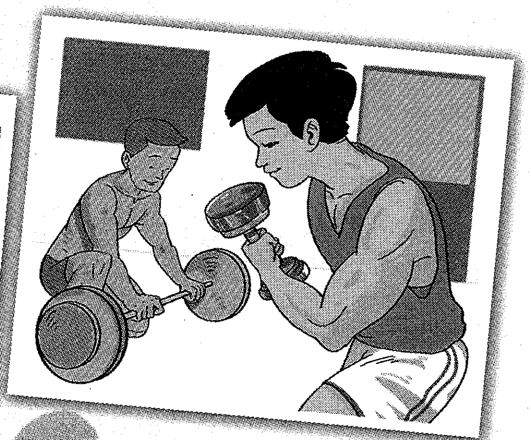
Reasons

- worrying too much about physical appearance
- building the perfect body: weight loss; lean, toned legs
- pressure to look fit, muscular and toned; arm or leg muscles too small (boys)
- self-dissatisfaction, fear of being overweight, perfect as models, thin waistlines, flat bellies (girls)

Example:

Some people over-exercise for a number of reasons. Teenagers may worry too much about their physical appearance and want to build ...







Listening

4 Focus Ss' attention on the instructions and have them read the five statements in the table.

- Play the recording once for Ss to listen and decide on the correct answers.
- Play the recording again, pausing at appropriate places and highlighting the clues in the listening text, so that Ss can check their answers.
- Ask some Ss to call out their answers. Correct any wrong answers.

Key 1. F 2. T 3. T 4. T 5. F

Audio script

Nobody can deny the benefits of exercise to human health. But too much exercise can do you more harm than good. Many people believe that more exercise brings more benefits, and they try to have too much of a good thing. This leads to extreme workouts in the gym, and long hours of outdoor fitness walking or cycling. However, high intensity may cause addiction to and overdose in exercise.

Over-exercising may damage the body's muscles and joints, increase the risk of heart disease or stroke, and even cause death. The same degree of exercise might be moderate to 30-year-olds and intense to 60-year-olds. Always consult with a doctor before starting a new exercise programme to make sure you exercise safely and effectively.

Writing

5 Explain any words Ss may not know, e.g., *lean*, *toned legs*, *waistlines*, and make sure they understand the suggestions in the box.

- Ask Ss to work in pairs or groups and discuss if they agree / disagree with the suggested reasons.
- Have Ss write their drafts first in class, swap them with a partner for peer review, and then write their final versions at home.

Suggested answer

Some people over-exercise for a number of reasons. Teenagers may worry too much about their physical appearance and want to build the perfect body. Some of them may feel peer pressure to lose weight or get lean, toned legs. Male teenagers may experience pressure to look fit, muscular and toned like celebrities in films, magazine ads or sports. Many boys feel that their arm or leg muscles are too small and try to work out several times a week to increase muscle mass.

Girls' over-exercising can result from self-dissatisfaction and fear of being overweight. They may compare themselves with fashion models considered to be physically perfect. They may worry about their waistlines not being thin enough or their bellies being too fat.

If you think your friend is over-exercising, try to talk to them, and explain that their bodies need to rest as well. Ask them to focus on other aspects of life such as study and hobbies.

GLOSSARY

Abbreviations

adj adjective
adv adverb
con conjunction
idm idiom
n noun
pre preposition
pro pronoun
v verb

Word	Transcription	Meaning	Unit
abroad (adv)	/ə'brɔːd/	ở nước ngoài	Unit 7
absorb (v)	/əb'sɔːb/ hoặc / b'zɔːb/	thấm, hút	Unit 6
abundant (adj)	/ə'bʌndənt/	dồi dào, nhiều	Unit 8
academic (adj)	/ˌækə'demɪk/	thuộc về hoặc liên quan đến giáo dục, việc học tập, mang tính học thuật	Unit 7
accommodation (n)	/əˌkɒmə'deɪʃn /	phòng ở	Unit 7
achieve (v)	/ə'tʃiːv/	đạt được	Unit 7
acknowledge (v)	/ək'nɒlɪdʒ/	chấp nhận, công nhận, thừa nhận	Unit 8
admission (n)	/əd'mɪʃn/	sự vào hoặc được nhận vào một trường học	Unit 7
analytical (adj)	/ˌænə'lɪtɪkl/	(thuộc) phân tích	Unit 7
archaeological (adj)	/ˌɑːkiə'lɒdʒɪkl/	thuộc về khảo cổ học	Unit 8
atmosphere (n)	/'ætməsfɪə(r)/	khí quyển	Unit 6
authentic (adj)	/ɔː'θentɪk/	thật, thực	Unit 8
awareness (n)	/ə'weənəs/	sự nhận thức, hiểu biết, quan tâm	Unit 6
baccalaureate (n)	/ˌbækə'lɔːriət/	kì thi tú tài	Unit 7
bachelor (n)	/'bætʃələ(r)/	người có bằng cử nhân	Unit 7
ban (v)	/bæn/	cấm	Unit 6
be attributed to	/bi ə'trɪbjuːtɪd tu/	quy cho	Unit 10
boost (v)	/buːst/	đẩy mạnh, nâng lên	Unit 10
breathtaking (adj)	/'breθteɪkɪŋ/	đẹp đến ngỡ ngàng	Unit 8
broaden (n)	/'brɔːdn/	mở rộng, nới rộng	Unit 7
bury (v)	/'beri/	chôn vùi, giấu trong lòng đất	Unit 8
campus (n)	/'kæmpəs/	khu trường sở, sân bãi (của các trường trung học, đại học)	Unit 7
capture (v)	/'kæptʃə(r)/	lưu lại, giam giữ lại	Unit 6
carbon footprint	/ˌkɑːbən 'fʊtprɪnt/	lượng khí CO_2 thải ra hằng ngày của một cá nhân hoặc nhà máy ...	Unit 6
catastrophic (adj)	/ˌkætə'strɒfɪk/	thảm họa	Unit 6
cave (n)	/keɪv/	động	Unit 8
citadel (n)	/'sɪtədəl/	thành trì (để bảo vệ khỏi bị tấn công)	Unit 8
city dweller	/'sɪti 'dwelə(r)/	người sống ở đô thị, cư dân thành thị	Unit 9
clean-up (n)	/'kliːn ʌp/	sự dọn dẹp, làm sạch, tổng vệ sinh	Unit 6
climate change	/'klaɪmət tʃeɪndʒ/	biến đổi khí hậu	Unit 6
collaboration (n)	/kəˌlæbə'reɪʃn/	cộng tác	Unit 7
college (n)	/'kɒlɪdʒ/	trường cao đẳng hoặc trường chuyên nghiệp	Unit 7

Word	Transcription	Meaning	Unit
complex (n)	/ˈkɒmpleks/	quần thể, tổ hợp	Unit 8
comprise (v)	/kəmˈpraɪz/	bao gồm, gồm	Unit 8
consult (v)	/kənˈsʌlt/	hỏi ý kiến, tra cứu, tham khảo	Unit 7
coordinator (n)	/kəʊˈɔːdɪneɪtə(r)/	người điều phối, điều phối viên	Unit 7
course (n)	/kɔːs/	khoá học, chương trình học	Unit 7
craftsman (n)	/ˈkrɑːftsmən/	thợ thủ công	Unit 8
critical (adj)	/ˈkrɪtɪkl/	thuộc bình phẩm, phê bình	Unit 7
cruise (n)	/kruːz/	chuyến du ngoạn trên biển	Unit 8
cuisine (n)	/kwɪˈziːn/	cách thức chế biến thức ăn, nấu nướng	Unit 8
CV	/ˌsiː ˈviː/	viết tắt của curriculum vitae, bản tóm tắt quá trình hoạt động của một người (thường nộp theo đơn xin việc); bản lí lịch	Unit 7
dean (n)	/diːn/	chủ nhiệm khoa (một trường đại học)	Unit 7
decorate (v)	/ˈdekəreɪt/	trang trí	Unit 8
degree (n)	/dɪˈgriː/	học vị, bằng cấp	Unit 7
demolish (v)	/dɪˈmɒlɪʃ/	đổ sập, đánh sập	Unit 8
detect (v)	/dɪˈtekt/	dò tìm, phát hiện ra	Unit 9
dietary (adj)	/ˈdaɪətəri/	thuộc về chế độ ăn uống	Unit 10
diploma (n)	/dɪˈpləʊmə/	bằng cấp, văn bằng	Unit 7
distinctive (adj)	/dɪˈstɪŋktɪv/	nổi bật, rõ rệt, đặc trưng	Unit 8
diversity (n)	/daɪˈvɜːsəti/	sự đa dạng	Unit 6
doctorate (n)	/ˈdɒktərət/	học vị tiến sĩ	Unit 7
dome (n)	/dəʊm/	mái vòm	Unit 8
drought (n)	/draʊt/	hạn hán	Unit 6
dynasty (n)	/ˈdɪnəsti/	triều đại	Unit 8
ecological (adj)	/ˌiːkəˈlɒdʒɪkl/	thuộc về sinh thái	Unit 6
ecosystem (n)	/ˈiːkəʊˌsɪstəm/	hệ sinh thái	Unit 6
eligible (adj)	/ˈelɪdʒəbl/	đủ tư cách, thích hợp	Unit 7
emerge (v)	/iˈmɜːdʒ/	trồi lên, nổi lên	Unit 8
emission (n)	/iˈmɪʃn/	(danh từ không đếm được) sự phát (sáng), tỏa (nhiệt), xả (khí); (danh từ đếm được, thường ở số nhiều) khí thải	Unit 6
emperor (n)	/ˈempərə(r)/	đế vương, nhà vua	Unit 8
endow (v)	/ɪnˈdaʊ/	ban tặng	Unit 8
enrol (v)	/ɪnˈrəʊl/	ghi danh	Unit 7
enter (v)	/ˈentə(r)/	gia nhập, theo học một trường	Unit 7
excavation (n)	/ˌekskəˈveɪʃn/	việc khai quật	Unit 8
expand (v)	/ɪkˈspænd/	mở rộng	Unit 8
faculty (n)	/ˈfæklti/	khoa (của một trường đại học)	Unit 7
famine (n)	/ˈfæmɪn/	nạn đói kém	Unit 6
fauna (n)	/ˈfɔːnə/	hệ động vật	Unit 8

Word	Transcription	Meaning	Unit
flora (n)	/'flɔːrə/	hệ thực vật	Unit 8
geological (adj)	/ˌdʒiːə'lɒdʒɪkl/	thuộc về địa chất	Unit 8
greenhouse gas	/'griːnhaʊs gæs/	chất khí gây hiệu ứng nhà kính	Unit 6
grotto (n)	/'grɒtəʊ/	hang	Unit 8
harmonious (adj)	/hɑː'məʊniəs/	hài hòa	Unit 8
heat-related (adj)	/'hiːt rɪˌleɪtɪd/	có liên quan tới nhiệt	Unit 6
heritage (n)	/'herɪtɪdʒ/	di sản	Unit 8
immune system	/ɪ'mjuːn 'sɪstəm/	hệ miễn dịch	Unit 10
imperial (adj)	/ɪm'pɪəriəl/	thuộc về hoàng tộc	Unit 8
in ruins (idiom)	/ɪn 'ruːɪnz/	bị phá hủy, đổ nát	Unit 8
infectious (adj)	/ɪn'fekʃəs/	lây nhiễm, lan truyền	Unit 6
infrastructure (n)	/'ɪnfrəstrʌktʃə(r)/	cơ sở hạ tầng	Unit 9
inhabitant (n)	/ɪn'hæbɪtənt/	cư dân, người cư trú	Unit 9
institution (n)	/ˌɪnstɪ'tjuːʃn/	viện, trường đại học	Unit 7
intact (adj)	/ɪn'tækt/	nguyên vẹn, không bị hư tổn	Unit 8
internship (n)	/'ɪntɜːnʃɪp/	giai đoạn thực tập	Unit 7
irresponsible (adj)	/ˌɪrɪ'spɒnsəbl/	thiếu trách nhiệm, vô trách nhiệm	Unit 8
islet (n)	/'aɪlət/	hòn đảo nhỏ	Unit 8
itinerary (n)	/aɪ'tɪnərəri/	lịch trình cho chuyến đi	Unit 8
kindergarten (n)	/'kɪndəgɑːtn/	trường mẫu giáo (dành cho trẻ em từ 4 – 6 tuổi)	Unit 7
landscape (n)	/'lændskeɪp/	phong cảnh (thiên nhiên)	Unit 8
lantern (n)	/'læntən/	đèn lồng	Unit 8
lawmaker (n)	/'lɔːmeɪkə(r)/	người làm luật, nhà lập pháp	Unit 6
life expectancy	/'laɪf ɪks'pektənsi/	tuổi thọ	Unit 10
limestone (n)	/'laɪmstəʊn/	đá vôi	Unit 8
liveable (adj)	/'lɪvəbl/	sống được	Unit 9
magnificent (adj)	/mæg'nɪfɪsnt/	tuyệt đẹp	Unit 8
major (n)	/'meɪdʒə(r)/	môn học chính của sinh viên, chuyên ngành	Unit 7
mandatory (adj)	/'mændətəri/	có tính bắt buộc	Unit 7
Master (n)	/'mɑːstə(r)/	thạc sĩ	Unit 7
masterpiece (n)	/'mɑːstəpiːs/	kiệt tác	Unit 8
mausoleum (n)	/ˌmɔːsə'liːəm/	lăng	Unit 8
meditation (n)	/ˌmedɪ'teɪʃn/	thiền định	Unit 10
mosaic (adj)	/məʊ'zeɪɪk/	khảm, chạm khảm	Unit 8
mosque (n)	/mɒsk/	nhà thờ Hồi giáo	Unit 8
natural remedy	/'nætʃrəl 'remədi/	phương pháp trị liệu dựa vào thiên nhiên	Unit 10
nutrition (n)	/nju'trɪʃn/	sự dinh dưỡng	Unit 10
nutritious (adj)	/nju'trɪʃəs/	bổ dưỡng, có chất dinh dưỡng	Unit 10
oil spill	/'ɔɪl spɪl/	tràn dầu	Unit 6
optimistic (adj)	/ˌɒptɪ'mɪstɪk/	lạc quan	Unit 9

Word	Transcription	Meaning	Unit
outstanding (adj)	/aʊt'stændɪŋ/	nổi bật, xuất chúng	Unit 8
overcrowded (adj)	/ˌəʊvə'kraʊdɪd/	chật ních, đông nghẹt	Unit 9
passion (n)	/'pæʃn/	sự say mê, niềm say mê	Unit 7
pessimistic (adj)	/ˌpesɪ'mɪstɪk/	bi quan	Unit 9
picturesque (adj)	/ˌpɪktʃə'resk/	đẹp theo kiểu cổ kính	Unit 8
poetic (adj)	/pəʊ'etɪk/	mang tính chất thơ ca	Unit 8
potential (n)	/pə'tenʃl/	khả năng, tiềm lực	Unit 7
prescription medicine	/prɪs'krɪpʃn 'medsn/	thuốc do bác sĩ kê đơn	Unit 10
preservation (n)	/ˌprezə'veɪʃn/	việc bảo tồn	Unit 8
preserve (v)	/prɪ'zɜːv/	bảo tồn	Unit 8
profession (n)	/prə'feʃn/	nghề, nghề nghiệp	Unit 7
pursue (v)	/pə'sjuː/	đeo đuổi	Unit 7
qualification (n)	/ˌkwɒlɪfɪ'keɪʃn/	văn bằng, học vị, chứng chỉ	Unit 7
quality of life	/'kwɒləti əv laɪf/	chất lượng sống	Unit 9
relic (n)	/'relɪk/	cổ vật	Unit 8
renewable (adj)	/rɪ'njuːəbl/	có thể tái tạo lại	Unit 9
respectively (adv)	/rɪ'spektɪvli/	theo thứ tự lần lượt	Unit 8
royal (adj)	/'rɔɪəl/	thuộc về nhà vua, hoàng gia	Unit 8
sanctuary (n)	/'sæŋktʃuəri/	thánh địa, địa điểm thần thánh	Unit 8
scenic (adj)	/'siːnɪk/	có cảnh quan đẹp	Unit 8
scholarship (n)	/'skɒləʃɪp/	học bổng	Unit 7
skill (n)	/skɪl/	kĩ năng	Unit 7
stress-free (adj)	/'stresfriː/	không bị căng thẳng	Unit 10
subsequent (adj)	/'sʌbsɪkwənt/	tiếp theo, kế tiếp	Unit 8
sustainable (adj)	/sə'steɪnəbl/	không gây hại cho môi trường, có tính bền vững	Unit 9
talent (n)	/'tælənt/	tài năng, năng lực, nhân tài	Unit 7
tomb (n)	/tuːm/	lăng mộ	Unit 8
training (n)	/'treɪnɪŋ/	rèn luyện, đào tạo	Unit 7
transcript (n)	/'trænskrɪpt/	học bạ, phiếu điểm	Unit 7
tuition (n)	/tju'ɪʃn/	tiền học, học phí	Unit 7
tutor (n)	/'tjuːtə(r)/	thầy giáo dạy kèm	Unit 7
undergraduate (n)	/ˌʌndə'grædʒuət/	sinh viên đang học đại học hoặc cao đẳng, chưa tốt nghiệp	Unit 7
university (n)	/ˌjuːnɪ'vɜːsəti/	trường đại học	Unit 7
upgrade (v)	/ˌʌp'greɪd/	nâng cấp	Unit 9
urban (adj)	/'ɜːbən/	thuộc về đô thị	Unit 9
urban planner	/ɜːbən 'plænə(r)/	người / chuyên gia quy hoạch đô thị	Unit 9
vocational (adj)	/vəʊ'keɪʃənl/	thuộc về hoặc liên quan đến học nghề, hướng nghiệp	Unit 7
workout (n)	/'wɜːkaʊt/	luyện tập thể lực	Unit 10
worship (n)	/'wɜːʃɪp/	thờ cúng, tôn thờ	Unit 8

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